

AN EXPERIMENTAL STUDY
OF LANGUAGE LABORATORY
IN TEACHING HINDI PRONUNCIATION
TO NON-HINDI SPEAKING CHILDREN

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UNDER THE SUPERVISION OF
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CERTIFICATE

This is to certify that the dissertation entitled
"AN EXPERIMENTAL STUDY OF LANGUAGE LIBERTINITY IN TEACHING HINDI
PUPILS OF 10 TO 12-13 HINDI SPEAKING CHILDREN", submitted for
the award of degree of Master of Arts in Psychology to the
University of Delhi, Delhi, is a faithful record of the bonafide
work carried out by Anu Kapur under my guidance and supervision.
No part of the dissertation has been submitted for any other
degree. All the assistance and help received during the course
of study has been fully acknowledged by her.

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The project report/Long essay may
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PREFACE

Technological advances affect the way we live, work, play and communicate. Technological devices can be usefully employed in educational procedures. Language teaching, a major part of education, has been greatly influenced by the phenomenal growth of electronics in the late twentieth century.

Language laboratory is one of the recent contributions of educational technology. Language laboratories have made their headway into all schemes of language teaching in the developed countries.

The present investigation is an attempt to find the extent to which language laboratory can be effective in teaching Hindi pronunciation to non-Hindi speaking children and the attitudes that students develop towards language laboratory method of teaching. This is one of the first empirical studies in this field carried out in India.

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The Language Problem in India:

The importance of language as a potent instrument of thought and communication, as an effective means of human development and as a tool and product of human society cannot be exaggerated. Language learning plays a vital role in education. No system of education can be complete unless the study of language receives proper emphasis in it.

In the context of language teaching in our schools, the following major developments took place in the post-independence period:

1. Mother tongue was declared as the first language to be taught and as the medium of instruction at the primary, secondary and, in some cases at the university level (by stages).
2. Hindi was declared as the official language of the Union. Article 351 of the constitution states "It shall be the duty of the Union to promote the spread of the Hindi language, to develop it so that it may serve as a medium of expression of all the elements of the composite culture of India and to secure its enrichment by assimilating, without interfering with its genius, the forms, the style and expression used in Hindustani and other languages of India"

3. English remained the medium of instruction in selected schools. Its study, however, as a compulsory language in the secondary schools continued in most of the states.

The modified three language formulae as recommended by the Education Commission (1966) run thus - In the Hindi speaking states, the pupil will study Hindi under mother tongue, English under official language and other modern languages under s.t.t. or t.t.t. In non-Hindi speaking areas, the pupils will study mother or regional languages under mother tongue or regional language, English under official language and, Hindi or any other Indian language or European language under s.t.t. or t.t.t.

Importance of Hindi in National Development:

Hindi, in one form or another, is understood throughout North India and by a large section of the people in other parts of the country, especially big cities, centres of commerce and places of pilgrimage.

The study of Hindi in recent years has been receiving a lot of attention from the Governmental bodies. Voluntary Hindi organisations throughout India have also been promoting Hindi and several lakhs of students are learning this as a second language. Hindi is being taught in some schools as an elective subject and compulsory subject in some non-Hindi speaking areas. All this is being carried out only to propagate Hindi as a link or common language of India.

Chaturvedi (1961) writes "With the country's increasing awareness of the importance of scientific approach towards the study of the various subjects including Languages, it has been necessary to develop a scientific basis for the study of Hindi by the non-Hindi knowing people, specially those who are well versed in Hindi and any of the Modern Indian Languages."

The importance of Hindi is accepted by all and more so, as it is spoken by the largest section of the Indian population.

Distribution of Hindi speakers in India:

According to the latest linguistic survey of the country (Census of India 1961) there are 380 languages in India, which can be grouped into 14 major languages as given in Schedule VIII of Indian Constitution.

The following Census (1961) figures gives the distribution of population according to languages. It will be observed that Hindi occupies the first place. It is spoken by 13.34 crores of people i.e. 30.4% of the entire population. No other language enjoys such supremacy. Next in rank are Telugu, Bengali, Marathi & Tamil respectively.

TABLE 1

Distribution of population according to languages

Rank	Language	Population in lakhs	% of the total
1.	Hindi	1334	30.4
2.	Telugu	377	8.6
3.	Bengali	339	7.7
4.	Marathi	333	7.6
5.	Tamil	306	7.0
6.	Urdu	233	5.3
7.	Gujarati	203	4.6
8.	Kannada	174	4.0
9.	Kerala	170	3.9
10.	Oriya	157	3.6
11.	Punjabi	110	2.5
12.	Assamese	68	1.6
13.	Brahmuli	19	0.4
14.	Latin	3	0.0
15.	other languages	566	12.8
		4389	100

Source: Census of India (1961) Languages tables (the figures are rounded upto lakhs)

Psychological Problems and Factors of language Learning:

A language is a part of the culture of a people and the chief means by which the members of a society communicate. Differences in cultural meanings across languages are a problem in learning a second language.

There are a number of circumstances that will favour the process of learning the language. If these conditions are not present in the ordinary course of events, then one of the useful functions of the teacher, can be to arrange and/or provide the conditions that will render more bearable and speed up a process that would not otherwise take place.

Language development is influenced by certain factors. Lado (1964) mentioned the importance of some factors which are useful in language learning. The factors are as follows:

1. Human beings whether they are children or adults, learn more rapidly and effectively if they have a reason for doing so. Language learning is related to human motivation moderately and partly controlled by the will. To quote Lado (1964) "When a person understands the relevance of language learning to his long-range motives but has not the will to control his immediate pleasure seeking, outside forcing of his will results in increased learning and by diverting attention away from immediate pleasure seeking may result in continued learning practice from personal will." Halliday, Mcintosh

& Stevens (1964) have also emphasized the importance of motivation.

2. Lado (1964) points out "If the expression, content and association are functionally the same in the native and the new languages, there is maximum facilitation If the units and patterns is not the same and will not function as the same in the new language, there will be interference."
3. Attention and awareness are important in language learning. When the learner does not succeed in learning the whole utterances by direct imitation, he splits it into small portions which enables the learner to focus attention on the trouble spots.
4. There are individual differences in the ability to learn a second language. Some learn more by memorizing connected sentences, others by analogy, still others by rules and systems. Lado (1964) says "These differences are related to different capacities which are the results of genetic potential plus total past experience."
5. Halliday, McIntosh, Stevens (1964) believe that the amount of the experience received by the learner is important, provided the experience is meaningful. Every fresh experience tends to reduce the recall time as learning occurs, for learning takes place in the form of decreased reaction time between the stimulus and overt speech.

6. Reinforcement of what has been learned should take place with as little delay as possible. Learning is more certain and rapid if lessons are frequent and hence there are correspondingly fewer opportunities for forgetting what has been learned so far.

There are many other related factors in language learning. According to Lado (1964), the student's age, educational level, capacity, handicap, mental and physical deficiencies, stuttering etc., goals, linguistic and cultural background are significant variables.

The learner's ethnocentric tendencies and his attitudes towards the other group determine to some extent his success in learning a new language. Wardhaugh (1967) mentions "Personality variables are closely related to motivational ones: degree of inhibition, possible feeling of inadequacy, rivalry or threat, anomic, preferred sense use in learning, for example, visual rather than auditory and many other variables related to socio-cultural factors in the make up of individual students."

Greenison (1962) writes "Ability to learn a new language is perhaps determined, in part, by the early child-mother relationship; those who retain a profound oral incorporative interest may find the learning of a new language provides a suitable opportunity for such strivings."

Poor methods of teaching and backwardness in language learning in schools may account for anti-social behavior of many young delinquents. Krisby (1964) points out "The amount of language material presented by the unskillful teacher is so great, the making of mistakes so easy and the eradication of them so difficult that frustration, and a sense of helplessness may quickly set in. This may soon lead an unfortunate pupil to anti-social thought." This may create severe problems in learning.

Piissleur, Mosberg & Morison (1962) group student factors in learning a new language under the heading - (1) intelligence, (2) verbal ability, (3) Pitch discrimination, (4) Order of language study and bilingualism, (5) Study habits (6) Motivation and attitudes and (7) personality factors.

Strategies of Second Language Learning:

The teaching of languages should be considered from both the practical and theoretical point of view. The practical point of view regards methods which will lead most directly to a competent command of the second language i.e. the ability to speak, to read and to write it. Theory also is to be considered and no methods of teaching a subject can have any place in language teaching unless they can prove to be educative. According to Kittson (1926) "The function of language teaching in education is to give what is called linguistic training

The approach which has held sway for the last 30 years is the 'Grammar-translation method'. The 'Grammar-translation method' of language teaching, as the name implies, leans heavily upon the formal description of the language being taught and upon the exercise of translation into and out of the mother tongue. In this traditional approach the key to the acquisition of a second language skills is held to be the study of its grammar. Even though grammar has an important place in the total operation of language teaching, however well described and relevant it is, it would still not be an adequate substitute for the teaching of language skills. With greater interest in modern languages for communication the inadequacy of grammar-translation method became evident. Grammar is commonly presented to young, inexperienced and unsophisticated learners who are unable to transfer grammatical description into practical operation.

In the conventional pattern of second language teaching, translation alternates with formal grammar as the main language activity, hence the linking of the two in the term grammar-translation method. Here, from the very beginning the learners are presented with sentences in the mother tongue and are required to be translated into the language the children are learning i.e. to replace them by sentences in the second language. This is difficult for the pupils.

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According to Lado (1964) "translation can be defended as a valuable skill in itself, but not as a substitute for practising the language without recourse to translation, and the description of the grammar of a language has its value to the linguist and to the student, but not as a substitute for language use."

The grammar-translation method is being replaced by teaching procedures, all of which, concentrate on practical performance, especially in the spoken language in the early stages and many of which use electro-mechanical aids - gramophone, tape-recorder and language laboratory.

The Direct Method:

A dissatisfaction with prose writing, translation, excessive preoccupation with grammatical details gave rise to the Direct Method in the early decades of this century. This method emphasized language learning by direct contact with the second language in meaningful situations. The direct method in addition de-emphasized or eliminated translation and memorization of rules etc. The Direct Method overcame the two major faults of grammar translation method by substituting language contact for grammar recitation and language use for translation. According to Lado (1964) "The central idea of the direct method is the association of words and sentences with their meaning through demonstration, dramatization, pointing etc."

In adapting to different pupils and situations the Direct Method kept on changing. The Direct Method assumed that learning a second language is the same as learning the mother tongue. This is not always true, since the psychology of a second language learning differs from that of the first. In learning a second language, the habit pattern of the first language are already there and the second language is perceived through the habit channels of the native language. However, the Direct Method still remains the foundation of second language learning and various audio-visual aids make good the weakness of the Direct Method.

Linguistic Approach:

Sohrer and Wertheimer (1964) describe this method as: "The audio-lingual method is characterized by intense drills in speaking and listening through dialogues which are memorized and pattern drills which are thoroughly learned by the student."

The emphasis is on the imitation and memorization of basic conversational sentences as spoken by native speakers. Pattern practice is emphasized. Instead of encouraging free conversation at first, the teacher uses directed dialogues which employ the learned patterns. The second language being taught, is usually used in the classroom but mother tongue may be employed for clarification of meanings etc.

The widespread use of tape recorders and other audio-devices has brought the method to a high level of effectiveness. According to Lado (1964) the method and materials which today aspire to be upto date usually contain (1) basic conversational sentences for memorization, (2) structural notes to help the student perceive and produce the stress of speech and the sentence patterns of the second language, (3) pattern-practice exercises to establish the patterns as habits, (4) laboratory materials for oral-aural practice out of class, (5) opportunity for use of the language in communication rather than in translation.

Language learning is a complex function and no single method can solve all the problems of language learning. Often the language teacher may have to combine the various methods and media of teaching in order to achieve the best results from a group of students.

Importance of Correct Pronunciation in Language Learning:

To be able to communicate orally in a second language, it is absolutely essential to develop a good pronunciation of the language. Linguists have laid a great stress on the importance of learning good pronunciation, to such an extent, that accurate phonological learning is an essential aspect of contemporary language teaching methods. Nida (1957) gives an account of both amusing and tragic errors in communication

which can occur when critical phonological distinctions in foreign language is not observed.

All four factors in foreign language phonology, namely, discrimination, articulation, integration and automaticity are receiving due emphasis on language teaching.

Hindi is a phonetic language. The important thing to learn here is the exact and correct pronunciation of the Hindi phonemes. Since the same set of alphabets has acquired pronunciation peculiar to each of the Modern Indian Language; it is advisable to learn the exact phonetics of these in Hindi.

Technological Approach to language learning:

Technology affects the way we live, work, play and communicate. New devices can be usefully employed in educational procedures. Language teaching, a major part of education, has been greatly influenced by the electronic developments in the twentieth century. Language Laboratory and tape recorder are two examples of this development.

There can be no doubt that the personality of the teacher will always have a far more and lasting effect than any mechanical aid. Nevertheless, there are some modern aids which are so efficient and economic that they cannot be ignored.

The usefulness of the following aids in language teaching are well established.

Visual aids:

Pictures: provide a great deal of information at a glance, but their use for illustration of meaning can be misleading. The objects and people shown in the pictures have different functions and connotations in different cultures and experience in understanding pictures varies from culture to culture.

The Blackboard: is the most versatile visual aid. All language teaching methods make use of the blackboard.

Flash Cards: Properly designed flash cards can be very useful in the study and teaching of languages. The cards are presented to the students who try to pronounce the word (as indicated by phonetic symbols). The back of the card has the words in ordinary spelling as a check.

Charts: are specially useful for oral practice. Charts keep the attention of the whole class together on the same stimulus. Two types are especially effective: mimicry-memorization conversation charts and pattern-practice charts.

Film Strips: can be very effective when used along with tape recorders or for informal conversation with the help of the teacher.

Opaque Projector: The page of a book or sheet is reflected on a screen. The advantage is that material can be seen as it is. The difficulty with it is the need for a dark

room, and the change of one exhibit, to the next is slow and awkward.

Motion pictures: in theory at least are the most powerful visual aids. High costs render them prohibitive.

Television: is becoming increasingly important in second language teaching. TV is not the answer to the shortage of teacher, but skillfully planned programmes can be a major part of the solution of this problem.

Audio-aids:

In order to learn a second language, with any amount of success, a pupil must hear the language spoken after and over a fairly lengthy period and the learner must understand and speak that language in situations within his personal experience.

The Record Player: is the oldest form of aural aid apparatus. The indispensable step in language learning is to distinguish between sounds, and then imitate them. The record player can be useful in playing material, prepared by experts and the repetition will be exact and faithful in every detail. A small section of a dialogue can be played several times, whilst the class listens attentively, the class repeating in chorus either after or with the record. Though relatively less expensive they are not suited to individual work in the class.

The Tape Recorder: Difference between record player and

tape recorder is, that the recordings can be made as well as replayed in the tape recorder. If handled carefully it is potentially the most useful teaching aid available to us today. The same tape can be used indefinitely, as well as permanent recordings can be made, varying from a few hours to a few minutes. The most obvious use of the tape recorder in the class room is to give the pupils the salutary lesson of hearing their own voices. Although tape recorder can be used for oral work, its best remedial function is with small groups. Outstanding progress can be made in the elimination of personal faults in pronunciation, intonation and rhythm. The teacher can make criticism as the lesson proceeds, his voice coming in as soon as he hears a mistake and the pupil repeats the word or phrase. The tape recorder can be used for dictation at all levels. It enables the teacher to bring foreign speech into the classroom, uttered by voices young and old, gay and grave, male and female. Because of the ease with which it can be stopped and made to repeat, always at the same speed and the same pitch, it simplifies the teacher's task in language teaching. When coupled with visual aids, it makes possible the audio-visual presentation of a language to the beginners.

The Language Laboratory (LL): The LL is a comparatively

recent addition to the aids available for the learning and teaching of modern languages. The greatest boon to second language teaching from modern technology is the LL, which has found an honourable place in the philosophy of education.

A LL is a separate and special room where students may practice speaking and listening with the aid of tape-recorder, earphones, microphone and/or other electronic or sound equipments chiefly an audio-lingual supplement to class-work. What constitutes a LL is a special room with necessary equipments set aside for practice by students.

Stack (1960) writes that the purpose of LL is to enable the student to hear programme material with utmost clarity and high fidelity. Rossmelle (1964) comments, "LL is a unique method of teaching languages." Scherer (1966) says, "LL is both an out of class practice room and a taped library geared to language course." Basu (1968) writes that LL is a fourth generation production of education media.

The hard case of a LL is the sophisticated arrangement of electronic devices. The soft case employs the concept of reinforcement in the form of knowledge of result.

According to Turner (1968) "A LL is an assemblage of tape-recorders connected to the teacher's desk - here called the 'Console' - in such a way that the teacher can send out a lesson from the recorder and have it copied automatically and simultaneously by all the individual recorders in the classroom." The Master track is under the control of the teacher, what is recorded on it can not be erased by the student. The other track is in most cases fully under the control of the student: he can record his responses, check them with the model or instruction on the master track, erase his own efforts and try again, until he achieves what he regards as perfection. The console enables the teacher to monitor the students' work and to intervene if, necessary to provide him with further guidance.

The laboratory is for practising the aural-oral skills. These skills are more especially applied to learning language material in the fields of pronunciation and grammar. Any materials and methods used for practising the oral skills in these fields, in the classroom are appropriate and can be adapted to the LL. Thus procedures such as listening to, identifying, distinguishing between, and copying sounds, stresses, tones and tone patterns in pronunciation practice and ear-training are possible. In

grammar the familiar drills of substitution, completion, prepared-conversation and the like, are appropriate. The laboratory can be used for asking and answering questions, informal oral testing, and more formal oral examination. The incentive teacher can find a use for the laboratory in practising out difficulties of any sort which have arisen in the classroom.

There are three basic kinds of LLs.

1. Listen-respond
2. Listen-respond (audio-active)
3. Listen-respond-record (or audio-active comparative)

besides this classification runs another, dependent upon the way in which the use of the equipment is organised: (A) individual use, (B) Group use, (C) Simultaneous use.

LL has its place in the earliest stages of language learning, as also in its most advanced stages, but never can it replace the teacher or take over the whole teaching burden. A Language Laboratory need be considered an effective tool in the hand of a good language teacher.

Description of photographs of Language Laboratory: Below is given the description of the two sketch photographs of language laboratory, one of the console and other of the booth.

Photograph 1:

It gives a general layout for a laboratory of 32 positions. It could be seen that main control of the laboratory is console, from where the monitors supervise, the individual work of students. Attached to language laboratory usually there is an instrument room and recording room for the maintenance of laboratory and recording programs, respectively. However, the specific arrangements differ from system to system and according to the specific requirements and also depending upon the availability of the space and cost.

Photograph 2:

It gives a line design for a booth unit of two places in a language laboratory. In a booth student sits comfortably, without being disturbed by external noise. Some times acoustic tiles are used to separate the booths, but very often with modern laboratories there is some arrangement without the acoustic tiles, for that effective headphones are used to achieve the same objective. Whatever may be specific nature of the systems, the maintenance of laboratory is of utmost importance, without which much of the advantage of a laboratory will be ruined.

Source of sketch photographs:

Stack, E.M., (1960). "The Language Laboratory and Modern Language Teaching", New York, Oxford University Press.

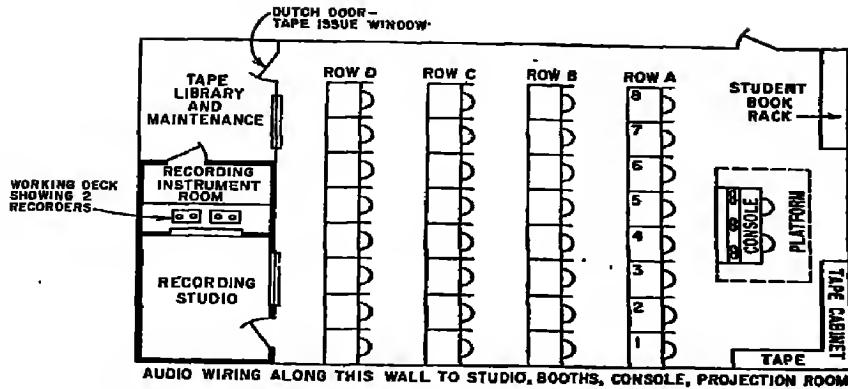
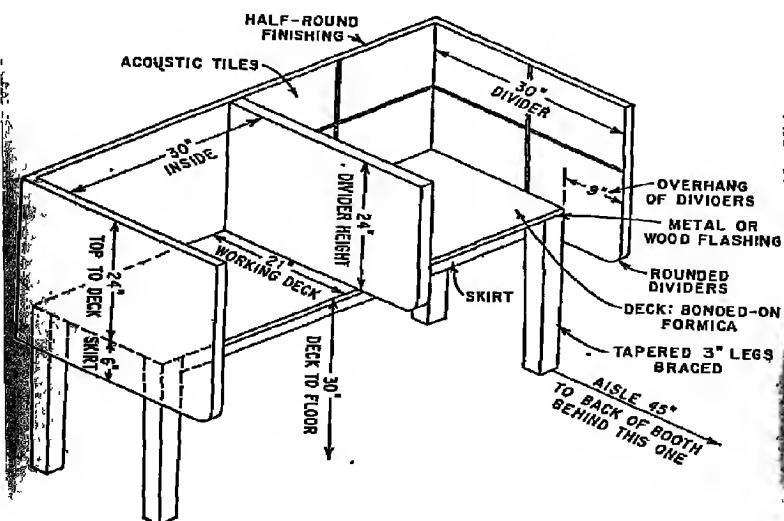
PHOTOGRAPH I

Fig. 5: Suggested Arrangement for a Laboratory of 32 Positions.
Console at Back of Room.

PHOTOGRAPH II

Need for Experiments with LL

LL holds special importance in the field of educational technology. It is a special type of teaching machine for teaching and learning of languages. The use of the LL is based on the notion that listening and speaking are the prime essentials in acquiring a second language. Bocking and Kerchent (1955) describe the need for experiments with LL in these words: "Electronic equipment and appropriate techniques can accomplish what formerly was possible only by semi-tutorial instruction; a real comprehension of authentic foreign speech, good pronunciation habits, and an oral repertory of useful high-frequency foreign phrases and expressions, spoken naturally."

LL can greatly increase the speed of language learning. The LL can provide good models of the speech of the target language for imitation and manipulation by the student. This is of immense help to the teacher who is not a native speaker of the second language and lacks good native pronunciation. It also helps the native speaker to enable her pupils to hear a variety of voices of good speakers of the language being taught.

The laboratory permits audio-lingual practices outside of class. It can provide the opportunity for a regular programme of intensive oral practice. It enables pupils to

work at their own rate and at their own time and to some extent offers them the possibility of self-correction. It can enable the individual to get immediate help from the teacher, which is wanting in a classroom situation and conversely can allow the teacher to intervene instantly and correct mistakes made by the pupils. It can allow the whole class to work simultaneously at an oral exercise, as well as ensure a valuable degree of privacy and keep the confidence of nervous and self conscious pupils. It can relieve the teacher of the tedious task of drilling of grammar and vocabulary.

One of the main advantages of the LL is that it enables pupils to work at individual speed, though the whole class is not under immediate supervision the teacher will know which pupil require particular attention.

In the LL, the students can practise aloud simultaneously with his colleagues yet individually. The headphones give him a sense of seclusion, in which he need feel no inhibition through self consciousness. Even the shyest can practise without any fear of ridicule. While working in isolation, he is not affected by the errors of his class-mates, and the teacher is free to focus his attention on the performance of anyone member of his class without interrupting the work of the other. The pupil can work on points which he most needs to practise. Thus LL can cater for difference in learning rates.

Turner (1963) states that there are several reasons for the effectiveness of LL. There is a natural respect for anything recorded which is not accorded to most teachers. Noises which come directly through earphones into the pupil's ears can be more effective than noise which simply permeates the air of a classroom, where it minglest with other outside noises. Pupils hear their voices as they are not as distorted by the bone structure of the head. LL exposes its users much more effectively than any other method has done in bringing direct contact with the language being taught. The language lab. serves the same purpose in language teaching as the gymnasium serves in physical education.

According to Turner (1963) "laboratory language drills serve the same end as press-ups: in the end it is hoped to set up conditioned reflexes in the pupil's mind, so that similar stimuli whenever encountered will always elicit from them adequate responses in the foreign tongue."

Kirch (1963) states the following as the role of the L.L.:

1. It is a "tireless teacher." It provides endless repetition of recorded utterances with uniform quality of sound. It helps the student to repeat his linguistic behavior until it becomes a habit.
2. It makes programming with "minimal increments" possible.

The steps the students are expected to take are so small that even the slowest student can hardly make a mistake.

3. It provides immediate correction and reinforcement, immediate reward.
4. It presents the possibility for the student to proceed at his own rate of speed rather than in lockstep. Provisions can be made for a student who has been absent to make up some of the time lost by working with recordings.
5. It permits the student to concentrate on the record material to the exclusion of the usual classroom distractions : other pupils, things going on out in the hall or out of the window.

The LL and audio-visual techniques can make the teaching of languages more successful, more rapid and more interesting than it is without them; moreover they carry no threat to the teacher. It is not true that LL can or should take the place of a teacher; nor is it a means by which pupils and teachers can achieve their aims without physical and mental effort. But it can make the teacher's work more effective and rewarding, specially, in areas where task is mechanical as in routine drills and practise. At the same time the teacher needs some special training if he is to make the most efficient use of audio-visual language courses.

The laboratory material is to be prepared by the teacher, which means a wasteful of effort as well as extra responsibility. But this will in the long run prove beneficial to the teaching profession.

The advanced students can use the lab. for extensive and intensive listening, practise in note taking in the second language, recombining exercises, oral probes, oral composition or role-playing in a dramatic or other performances.

There are a few limitation in the use of LLs. No LL can replace the teacher. Another is in the nature of even the best courses available. LL courses treat progress in learning a language as a series of discrete steps, whereas learning is a continuous process. To adjust the material to a student's needs for learning has been the function of the teacher monitoring at the console, just as it is a major part of the classroom teacher. Selfinstruction in the language laboratory is only possible with material which anticipates errors and provides interesting remedial material; and with equipment which provides quick and reliable access to a large quantity of varied material in the language. Another limitation is it's cost. Laboratory courses may become monotonous. However, it can be improved by introducing lessons of short durations and introducing pause, talks and music etc.

Inspite of the above mentioned limitation it can safely be

said that LL is a more motivating and involving medium of teaching.

Use of Language Laboratory for Teaching Pronunciation:

audio-visual aids have introduced technology to education. LL is one of the versatile aids available for teaching of correct pronunciation. No experimental work has so far been done in teaching Hindi to Non-Hindi speaking children through LL. India is a multilingual country with Hindi spoken by the largest section of society. Thus the learning of correct pronunciation for people of different linguistic backgrounds can be facilitated by imitation of a native speaker for which a LL is the best device. For learning pronunciation, the voice of the speaker should be heard without distortion. The common defect of external noises and noises arising from the audience in the classroom are avoided in LL.

Research in India:

LL in India is a comparatively recent addition to educational technology. Due to their small number, very little work has been done so far to study their effectiveness.

According to an NCERT report (the earliest LL in India), the use of such laboratories in India is mainly by adults, rather than high school students. The services of this laboratory are also utilized for conducting programmes for teaching English to secondary school teachers and for teaching Hindi to non-Hindi speaking officers of various offices and ministries of Government of India. Some courses are also arranged for school students.

A study was conducted at NCERT Language Laboratory by Basu and Dave (1967) on a group of 26 teachers (17 females and 9 males). It included a sequence of 60 lessons on various aspects of teaching English, such as, pronunciation, structure and comprehension. Of these 40 were devoted to ear-training and production of English vowels, consonants, stress and rhythm, 10 lessons on grammatical patterns and 10 lessons on comprehension of vocabulary and structure. The total listening time was 26 hours excluding discussion. The course was spread over 14 days as it was not desirable to make the participants

work on the booth for more than 2 hours a day.

To study their level of performance a pre-test was administered to them. This test was followed by a series of 60 lessons on various aspects of the language. At the end the same test was given to the participants as post-test with a view to find out improvement, if any in their performance. The results were as shown in the table 2.

TABLE 2
RESULT OF ENGLISH LANGUAGE

Group	N	Pre-test		Post-test		Difference in Mean	Level of signifi- cance
		Mean	SD	Mean	SD		
Male	9	59.33	13.5	65.00	9.5	5.67	.05
Female	17	60.71	14.1	73.47	14.6	12.76	.01
Total	26	60.23	13.6	70.54	13.5	10.37	.01

The results show that there was a gain in the average performance of the whole group by more than 10% at the end of the course. The difference between the means of pre-test and post test is significant at .01 levels.

The first well controlled study was conducted by Tuli (1971). This study was to find out how far LI can be effective in teaching English pronunciation and what attitude students have toward learning English through this technological system. In this pilot study three major linguistic groups were taken for experi-

mental purposes. These were Tamilian, Bengali, Punjabi secondary school children, studying in non-English medium schools. A control group of English medium students was also taken (20 students, 10 boys and 10 girls) to find out the difference in achievement in English pronunciation as influenced by (a) LL method of instruction, (b) the linguistic background of the subjects & (c) the sex difference.

In the pre-test, ear-training test and production test items were included. Next was the administration of 4 lessons selected followed by a post test to find out the achievement of the subjects. An attitude questionnaire, general ability test was also administered. The total time taken for each of the experimental session was about three hours duration with a short rest pause.

The results showed that the difference between the groups is significant at .01 level. The effectiveness of the method was also found to be significant at .01 level. It showed that boys and girls of all four groups, showed some increase in post-test over pre-test and also some relation appeared between general ability score and improvement on criterion test. The study did not show any significant difference in the subjects due to sex differences. However, with regard to method there was significant improvement in all cases. In general it appeared from the analysis of attitude questionnaire that the subjects

reported to have favourable attitude towards a method of learning.

Research Abroad:

According to MIA (1950) report - "A comparison of the value of a good language programme with a laboratory and one without has not been made because of the lack of objective standard tests of aural comprehension and oral production, for the secondary school level. However subjective evaluation seems to be overwhelming in favour of LL work when effectively planned. Students reactions are greater enthusiasm and a willingness to work harder."

Scherer and Wertherimer (1964) conducted an intensive evaluation of the comparative merits of audio-lingual (AL) and traditional (T) language instruction using beginning students of German. At the end of the 2 years of study, results showed - (1) the groups were equal in listening ability; (2) the AL group was far superior in speaking; (3) the groups were equal in reading; (4) the T group was superior in writing; (5) the groups were equal in German to English translation. The AL students, however, did report a more positive attitude than did the T students towards German and themselves while speaking German.

The Modern Language Journal (1962) reports a LL experiment in the Junior High School by Patricia Moore. A class of 16, the

top 3 homogeneously-grouped 7th grade French sections acted as the sample.

During the 6 weeks of the experiment, class continued meeting 3 times a week in 45 minutes sessions conducted in French before the laboratory session an individual oralural test was administered. The exercises included (1) isolated number drill, (2) isolated grammar drill, (3) isolated verbal drill, (4) application exercises.

At the end of the six week period, all students were re-tested orally as well as a written test was re-administered. Results of oral test showed 50% improvement among experimental group, while 25% registered a greater number of errors and 25% scored as much as they had before. In the control group, no student demonstrated improvement, increasing in total errors and 50% remaining stationary. In written, 75% of experimental group showed improvement as against 50% of control group. All students showed improved pronunciation, comprehension, greater speaking accuracy, increased-speed, growth in self assurance enjoyment.

Encyclopaedia of Educational Research (4th Ed. P.874) quotes two studies on LL.

In one study Johnston (1957) found that "students at one school had ninety listening posts available in three class rooms. They found that the use of headsets made the study of

foreign language clear and the listening experience were more personal and increased attention. Dictation and comprehension exercises by a master voice automatically precluded a teacher's slowing up his speech and induced more accurate listening. The needed repetition and drilling of grammar patterns which would exhaust a teacher loaded with 5 to 6 classes daily, became possible."

Dryer (1955) writes "In one school, students in the seventh grade who came to the high school with no background of elementary school language spent extra time and effort in the laboratory and caught up with the slowest of the foreign language elementary school graduates. They did not attain as great fluency and confidence, as the good elementary school graduate, but they were not left behind."

Carroll (1963) writes in Handbook of Research on Teaching "Despite the fact the extensive foreign language courses on records and tapes are commercially available in ever increasing number no experimental analysis of the effectiveness of their use has ever been reported to my knowledge." However he reports following two studies.

A faculty group of Antioch College (1960) conducted a well controlled two years experiment comparing instructions organised in conventional way and with instructions organised around a LL. It was concluded that the teaching of students by the experimen-

tal procedure saved about 12 hours per week of the time of regular instructions without any consequent loss in quality of instructions. The new method (LL) also permitted more supervised instructions leaving more time for each student.

Heidt, Nickrel and Gibson (1958) made a carefully controlled study of benefits gained from the use of tape recording in junior high school Spanish classes. One (control) class was taught by a trained teacher of Spanish, who also prepared a series of tapes. The other four (experimental) classes were taught by regular classroom teachers without prior knowledge of training in Spanish who used tapes prepared by a Spanish teacher. The control group was found superior on written tests of Spanish. The experimenter concluded "the use of tape recording is an effective method of teaching conversational Spanish to seventh-grade students and that, 4 regular class room teachers who are untrained in Spanish can teach conversational Spanish effectively, when they base their teaching on tapes prepared by a Spanish specialist."

Edu. of Edu. Research (4th Ed. P.872) quotes "In a survey of the use of LLs in a substantial sample of public secondary school in the US, Dampass (1963) reported that laboratory directors saw certain positive advantages in them particularly for the shy student, the slow learning student and the gifted student. One reported of successful use at the high school

level is by Lorge (1963), students had 60 minutes of laboratory work per week over a two year period. Experiments favouring the use of LLs at the college or adult level are those of Allen (1960), Bauer (1964) and Hanathy & Jordon (1964)."

Allen (1960) conducted an experiment on 54, French and Spanish pupils, divided into 2 groups of equal ability. Experimental group spent 20% of classes time during year in laboratory. End of the year tests showed experimental group achieved higher scores in reading, vocabulary and grammar.

Bauer (1959) found that audio-aids bring a 20-30% increase in mechanism of expression, vocabulary and grammar and as much as 50% oral work.

Brushwood and Polkantier (1953) compared the performance of two years of freshman college students, one following traditional courses and one through LL (experimental group). Results published in the University of Missouri Bulletin state, "The experimental had greater tested aural achievement, than did the control groups."

Fotos (1955) "At Purdue, the student uses the LL, instead of the classroom. In comparison with the national average for 1 year French (56.7, one year, 68.2, two years), the Purdue average exceeds the national by over 10 points."

Gibson (1959) study conducted on LL, states that conclusions are affirmative for the use of laboratories in comprehension,

and writing of French. Results and benefits as well as limitations are discussed. He lists 8 points considering advantages of tape teaching.

Mueller and George (1956) at Wayne University found that effects of increased laboratory work include improved grades, higher reading comprehension, and total score on ACE, Co-operative French test, increased confidence and increased motivation for having study.

Young and Choquette (1965) among others, found that affective teaching of French pronunciation can be done through LL equipment even without "activated headphones" that allow the student to hear his own pronunciation. Hayes (1963) & Locke (1965) have stressed the desirability of high fidelity in the electronic systems of LLs.

Politzer (1960) concludes that owing to different student aptitudes, the LL is a necessity and can be effective as well.

Studies conducted by Delattre (1960), Dutton (1966), James & Nassey (1966), Leaman (1963), regarding the LL have indicated its effectiveness.

Weiden and Murphy (1971) have, in a non-empirical study, described their experience in teaching French to English speaking students in the United States. With the objective of testing comprehension of the lesson and to build up conversational skills, they used three types of questions. The questions for

the laboratory exercises were worded in a way to compel the students to answer in a way that would correspond to the answers given by the voice on the tape. The simplest type of question were the Yes-No, Either-Or, followed by simple information questions based on the same subject matter. This kind of laboratory exercises were tried in intermediate classes that were reading a play, a novel, or a short story, and in beginning classes that were reading geographical and cultural materials. The classroom follow-up included asking questions in class exactly as they were presented on the tape and students answering in complete sentences. Then many of the same questions in indirect form i.e., as directed dialogue and further indirect questions on material covered in the reading lesson that had not been taken up on tape.

They found that with the right kind of tapes, the proper pupil preparation in the laboratory, and the subsequent follow-up in the classroom, the teacher can help his students achieve better comprehension and greater fluency in speaking the language.

Broad Objectives:

The general purpose of the present study is to study the effectiveness of a L1 in teaching Hindi pronunciation to non-Hindi speaking children. The study aims to investigate the relationship between general ability, attitude and performance in learning Hindi pronunciation through a L1 system. Another aim is to find the student's attitude towards teaching Hindi in a classroom situation and to study their attitude towards L1 as a teaching machine. In this study two major linguistic groups were taken, for experimental purpose. These were:

1. Dravidian i.e. Tamil speaking children.
2. Indo-Aryan i.e. Bengali speaking children

For both the groups, Hindi is not first language but often learnt as a second or a third language.

Some of the personality variables like anxiety, seem to have a bearing on language learning. These variables were included in the investigation.

The attitude of the teachers towards L1 system seems to be a very important variable in teaching languages through a technological media. This was to be studied.

Specific Objectives:

Keeping these broad objectives in mind the following

specific objectives were set for the present investigation:

1. To find the effectiveness of LL as a teaching machine in teaching Hindi pronunciation (ear-training and production) to secondary school students who are studying in the non-Hindi medium schools and whose mother tongue is other than Hindi.
2. To compare the achievements of the two linguistic groups (Tamil, Bengali) after the administration of language lessons through LL, i.e. to find out the group differences, if any.
3. To compare the sex difference in performance of subjects.
4. To find out the difference, if any, in the performance of Hindi medium school students with those of the non-Hindi medium schools students.
5. To find the relationship between general intelligence and achievement in Hindi pronunciation.
6. To find the relation between performance in Hindi pronunciation and the memory span of students.
7. To find the correlation between Examination Anxiety test scores and post test scores.
8. To find the correlation between pretest scores and post test score.
9. To find the correlation between eartraining score and production score of test lessons, in pre-test and post-test.

10. To find the attitude of the students with regard to teaching of Hindi language through LL and also to know their attitude towards Hindi as a second language.
11. To find the attitude of the teachers towards LL as a medium of language instruction.

The experimental design and procedure for data collection was drawn keeping the general and specific objectives of the study in mind. The various steps involved in the phase of the study are listed below:

1. Design of the Experiment.
2. Selection of the Subjects.
3. Selection of Lesson Tapes.
4. Construction of Criterion Test.
5. Construction of Attitude questionnaires.
6. Selection of General Ability Tests.
7. Selection of Examination Anxiety Test.
8. Orientation to LL and Instructions to the Subjects.
9. Administration of General Ability Test.
10. Administration of Pre-test.
11. Administration of Memory Span Test.
12. Experimental Teaching Through LL Method.
13. Administration of Post-test.
14. Administration of Attitude Questionnaire.
15. Administration of 'Teacher's Attitude to LL questionnaire' and 'Rating Sheet for Students.'
16. Administration of Examination Anxiety Test.
17. Analysis of Data.

Design of the Experiment:

The learning of a second language can be affected by many factors, including - (1) age, (2) sex, (3) educational background, (4) linguistic background, (5) intelligence, (6) socio-economic and family background, (7) cultural background, (8) teaching methods, (9) motivation of the students, (10) attitude etc.

The objectives of the present experiment, however was to find out the differences in achievement in Hindi pronunciation as affected by (1) General ability, (2) sex differences, (3) linguistic back-ground of the subjects, (4) LL method of instruction, (5) attitude towards Hindi.

The following variables were chosen for the present study as independent and dependant variables.

Independent Variables:

Age, sex, linguistic background, general ability (as determined by Birkbeck test and memory span of students), educational back-ground, attitude and anxiety level were some of the independent variables.

Dependant Variables:

Dependant variables were post test scores on the criterion test of the LL lessons.

Intervening Variables:

Motivation of the subjects, and organizational set up may

be considered as the intervening variable for the experiment.

As this was a 'field study' the control or manipulation of the variables were made only as far as it was possible to do.

Sample

All the subjects in the study were tenth class students in the age range of 14-16 years with more or less equal educational background. Number of subjects in each group was kept constant and the sex ratio was also controlled to some extent.

General ability test was administered to see if the groups differ significantly on scores obtained on Birkbeck test and memory span.

Examination anxiety test was administered to see whether differences in anxiety level affect achievement in test performance. Also teacher's rating of students on five point scale was taken to see, if the groups are homogeneous, in Hindi ability or not.

All the relevant variables were manipulated or controlled and it was hypothesized that the effectiveness of teaching Hindi (pronunciation) as a second language through the L1 method would be comparatively more effective irrespective of linguistic background, sex, school background and intelligence of the participant subjects.

Selection of Subjects:

All subjects were drawn from 10th class of different schools. Two linguistic groups consisting of 20 students each were taken. In order to compare the achievement of boys and girls more or less equal number of each were included. A Hindi medium group consisting of 10 boys and 10 girls was taken to compare each linguistic group, who do not have Hindi as a medium of instruction.

Subjects were all in the age range of 14-16 years and nearly equal in the educational attainments. The students were selected in a random fashion by teachers concerned. The standards of the schools was nearly equal. Socio-economically also there was not a wide gap in the different schools.

Table 3 shows the distribution of subjects on teacher's rating sheet.

TABLE 3
DESCRIPTION OF SUBJECTS ON TEACHER'S RATING SHEET
(B = Boys, G = Girls, T = Total)

Sr. No.	Name of group	V. Good			Good			Av.			P. fair			V. Poor		
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1.	Bengali	-	-	-	7	-	7	10	-	10	3	-	3	-	-	-
2.	Tamil	-	5	5	4	7	11	4	-	4	-	-	-	-	-	-
3.	Hindi	-	2	2	4	3	7	5	4	9	1	1	2	-	-	-
4.	Total	-	7	7	15	19	25	19	4	23	4	1	5	-	-	-

Bengali Subjects:

They were taken from Raisina Bengali Higher Secondary School, Mandir Marg, New Delhi. They all have Bengali as their native language, and use as a major language both at home and school. The students were from the science group of 10th class.

Tamil Subjects:

They were taken from M.E.A. Higher Secondary school, Laxmi Bai Nagar, New Delhi. Among the subjects were 12 girls and 8 boys. All have Tamil as native language, except one Marathi subject. The medium of instruction in the school is Tamil & English as well. They were from the arts group of 10th Class.

Hindi Medium Subjects:

Hindi medium subjects were taken from Sardar Patel Vidyalaya, Lodi-Estate, New Delhi. It was a mixed groups of 2 Tamil, 4 Gujarati, 2 Marathi, 1 Hindi and 9 Punjabis. They all had studied Hindi throughout their schooling and used it mainly for speaking at home, school and writing letters.

TABLE 4DETAILS OF THE SAMPLE

Sr. No.	Name of the Group	Number	Boys	Girls	Mean Age	Class Group
1.	Bengali	20	20	-	14.9	10th Science
2.	Tamil	20	8	12	14.9	10th Arts
3.	Hindi Medium	20	10	10	15.0	10th Arts & Home Sc.
	Total	60	38	22	14.9	

For statistical analysis of the data, analysis of variance model, along with t-ratio and correlation was considered to be a suitable research design to apply.

Selection of lesson tapes:

The next step was the selection of lesson tapes, for use in LL. This selection was made from the scripts of lessons prepared by the Central Hindi Institute, (Government of India, Agra/New Delhi) and recorded in the LL unit of NCERT.

These lessons were selected with the help of a linguistic expert and in-charge of the NCERT LL. Six Hindi lessons on pronunciation selected were considered suitable for the type of subjects to be included in the study. The description of these tapes, used in the experiment is given in table 5.

Table 5

DESCRIPTION OF THE TAPES USED

Gr. No	Tape Number	Lesson Number	Time Limit
1.	1	1	6½ minutes
2.	4	4	7½ "
3.	5	5	8 "
4.	9	9	6 "
5.	10	10	12 "
6.	11	11	10 "

(The full script of these lessons is given in the appendix)

Construction of the Criterion test:

A criterion test was constructed to evaluate the performance of the subjects. The test was used both as a pre-test and a post-test of the subjects, (a copy is given in the appendix). The test had two parts - ear training and production and was based on the content of the above mentioned lesson tapes. These two parts helped to assess the performance due to, (1) discrimination i.e. hearing the differences in phonemes which are not distinguished or used in one's native language and secondly due to articulation i.e. learning to make the motor movements adequate to proper production of the foreign phoneme. These two factors have been specially emphasised by Carroll (1963) in the learning of a foreign language phonology.

Construction of attitude questionnaires:

Attitude is an important psychological variable affecting any learning. So it was considered worthwhile to study the significance of this factor in learning a second language.

An attitude questionnaire (copy attached in appendix - 'introduction to Language Laboratory Programmes') was constructed to measure the students attitude to LL. Effectiveness of this form of attitude scale for studying teaching efficiency have been studied among others, by Basu (1968) Tuli (1971) and Murarka (1970). The first page of the questionnaire had provision for two data and questions regarding language spoken

at home, school and in correspondence etc. The questionnaire included ten bipolar statements (x and y). First two statements were regarding attitude to Hindi language and rest of the eight, were about the LL method of teaching. Subjects were required to put a cross (X) against each pair of statements, in one column, on a 5-point attitude scale, viz. agree with x, inclined to agree with x, no preference for x or y, inclined to agree with y, and agree with y.

For teachers an attitude questionnaire was similarly constructed, containing ten bipolar statements. They were also asked to give their comments about LL in a subjective manner, as well. A rating sheet was constructed for teachers to rate their students on a 5 point scale viz. very good, good, average, poor and very poor according to the students ability in Hindi.

Selection of General Ability Test:

In order to assess the general intelligence of the subjects, Birkbeck test 1 and Memory span test (the latter from Bhatia's battery of intelligence test) were selected. The Birkbeck test (copy attached in appendix) consisted of 25 problems. The time limit for the test was 10 minutes. Each problem contained 2 marks and the test was scored accordingly. The test on memory span (a sub-test in the Bhatia's Battery) for sounds consisted of Hindi alphabets from 2 to 8 in Number, which the subject was

to repeat in the same order. The test proceeded till failure was recorded. Under each head three alternatives sets of letters were given. If failure is recorded in all 3 alternatives a final failure was recorded and the test stopped. Scores depended on the number of alphabets in a series reproduced correctly.

The general ability of students was also assessed from teacher's rating.

Selection of Examination Anxiety Test:

The test constructed by Alpert and Haber (1960) - the Achievement Anxiety Test (AAT) which consists of two sets of items: a facilitating scale, which allows the student to report how anxiety improves his test performance, and a debilitating scale, which describes how anxiety interferes with the test performance. In all there were 19 items, 9 in the facilitating scale and 10 in the debilitating scale. The items were scored 1 and 0 for alternatives in favour, in the facilitating scale and debilitating scale respectively.

Anxiety is an important component affecting test performance and this test provided a good estimate of the same (a copy of the test is given in appendix).

Orientation to LI and Instructions to the S's

The experiment was conducted in a similar fashion for all the three groups. It is conducted in three sittings taking one

groups at a time. First of all was called the Bengali group, then Hindi medium and last of all the Tamil group.

Subjects of one group at a time were brought to LL. They were asked to take their seats in each booth. A brief orientation to the LL was given. Instructions regarding the use of headphones, and adjustment of volume knob etc were given with help of their teachers. It was made sure that all students had clearly understood the procedure and their role.

Instructions for each test were given separately. To begin with the following instructions were given:

Instructions:

"This is a LL in which students are taught languages in a special manner. It is a special type of classroom. The place where you are sitting is called a booth. In your booth there is a head set to which you can adjust on your ear (this was demonstrated practically to every student). On your booth, there is a knob marked volume. You can increase or decrease the voice, according to your need. It is like a radio volume knob. If you do not get the voice or if you want to ask any questions, you can raise your hand."

"Now regarding this programme. You will be given different types of test along with the Hindi lessons which will be given through the LL. First a test will be given consisting of two parts i.e. ear training and production. Then intensive drilling in Hindi pronunciation will be given for one hour. Again the first test will be given to see how much you have improved.

Listen carefully to all instructions and follow them likewise. The programme is very interesting, so please work co-operatively. Now you shall be first given a test in which you have to solve some interesting problems.

Administration of Birkbant test for General ability:

Each subject was given a form of the test. Then the following instructions were given - "We want to find out how you solve problems quickly. Please look at the instructions at the top of the test. As I read loudly please follow me and then read it (the instructions from the test are read) you will be given 10 minutes to complete this test. If you are not sure of anyone item, do not waste time go to next one. If you finish early go through the answers already written. You will start when I say 'start' and stop when I say 'stop'. But before you start let me give one more example.

A B C D E X

Thus the start signal was given to the subjects. Time was taken with the help of a stopwatch. After 10 minutes they were asked to 'stop' and all forms were collected back.

Administration of the Pre-test:

- a) Ear-training test: Each subject was given a blank response sheet for ear-training test. They were asked to write their name and batch number on it. Subjects were asked to put on the head-sets, with the following instructions

delivered through console by the monitor.

"On this sheet of paper are five pairs of sentences. You will hear one of the sentences from the pair spoken by the master voice. Listen carefully. There is a small difference in each pair of sentences. Each sentence will be repeated three times. Mark (a) or (b) on the sheet, according to your judgement, for the sentence that you feel is spoken by the master voice."

At the end of the ear-training test, response sheets were collected and the production was given.

b) Production Test: This section of the test was given to each student in turn by the examiner. One subject was called at a time, for the production test, and was asked to read the given slip for three times. Two experts in linguistics, worked as examiners. It took one minute on each subject to undergo this part of the test. Examiner heard the response of the student and marked it right, wrong or unclear accordingly.

As only two students were being examined at a time the memory span test was also conducted simultaneously.

Memory Span Test:

One student at a time was called to each of the two examiners and the test given with the following instructions "I will speak some Hindi letters. Listen attentively. Repeat it after I have finished. Listen."

The test was started with two sounds. This was merely to give practice to the subject. Each sound was read out clearly and test proceeded till failure in each case was recorded. Also reverse letter test for memory was given.

Experimental Teaching Through LL Method:

The six lessons selected for the purpose of intensive drilling were now administered. Subjects were instructed to listen to these lessons very carefully and were asked to do drilling giving responses, repeating whenever necessary.

Every lesson had four parts viz. words, paired words, recognition drill and transformation. For the first part students were instructed to repeat the words spoken by the master voice in the pause given. For the second, paired words were followed by a pause to allow the student to repeat both. For the third, they were required to respond by indicating orally whether a particular sound had been in the first or the second word in the pair. For the fourth part, the students were instructed to transform a particular sound system into one required by them.

While the lesson tapes were being played, monitor was listening the responses of the subjects one by one, from the console, by connecting the respective channels. They were checked and corrected whenever necessary.

In this way all the 6 lessons were completed in one hour's duration.

After the lessons were completed the subjects were given some refreshments. An informal and brief interview was taken with students to gather some information regarding their opinion, attitude general impression regarding the programme. Immediately after this the post test was administered.

Administration of Post-test:

The post-test was administered in the same way as the pre-test i.e. in two parts of eartraining and production.

This was done to find out the achievement of the subjects after learning through the L.I. system.

Administration of attitude questionnaires:

After collecting the response sheets of post test, each subject was given a copy of the attitude questionnaire - "Introduction to Language Laboratory Questionnaire" (given in appendix).

Subjects were required to give their biodata on the first page. They also had to fill in the questions on the first page regarding their native language, language used at home, in school and in correspondence.

Then the following instructions were read out to them from the form "Read carefully through each pair of statement, one under x and one under y and see which one is closer to your views. When you have made up your mind, put a cross (X) between the statements in the column, which describes your views, like agree with x, or inclined to agree with x, or no preference for x or y, or inclined to agree with or agree with y. You have to put only one cross (X) in between each pair of statements."

An example was also taken from everyday life to make the whole thing clear.

"Read each statement carefully, one under x and one under y, and see which one is closer to your views."

Subjects were given sufficient time to complete the questionnaire (about 10-15 minutes). When every one had finished, the papers were collected back and Examination Anxiety Test forms were distributed.

Administration of 'Teachers Attitude to Language Laboratory Questionnaire' and 'Rating Sheet for Students':

While students were filling up the attitude questionnaire, the teacher accompanying them was also given an attitude questionnaire and rating sheet to fill up. (Copy of both given in Appendix).

Administration of Examination Anxiety Test:

Next, all the students were given a copy of the Examination Anxiety Test in a group situation. The questions in the form were presented in both English and Hindi, but subjects were required to fill only the English ones. On the first page they filled up their name, age, sex, school, class, medium etc.

Then the instructions were read out from the form (given in the appendix).

The experimenter went around to see that all students had followed the instructions and care was taken to see that all students had answered all questions in the form. Wherever the students were unable to follow the questions, the same was explained to them. In this way when all students had finished

answering, the forms were collected.

After a word of thanks to the students, the students were sent back their school.

Teacher's incharge of their Hindi classes were sent "a rating sheet for students." They were asked to give rating to their pupils on a five point scale viz. very good, good, average, poor, very poor, regarding their performance in Hindi. The class teacher was sent another (similar) rating sheet to rate his students regarding their general achievement in class.

Analysis of Data:

Statistical Analysis, along with quantitative and qualitative results are given in the next chapter.

Time Schedule of the Experiment:

The whole procedure of data collection took three to three and a half hours for each group. Each group was called separately to the LL. The experiment was conducted on all groups in the afternoon. To illustrate the typical time schedule, the time schedule for the Bengali group is given below:

1. Arrival	1105 hrs.
2. Orientation to LL	1105 - 1110 hrs.
3. Introduction to Birkbeck Test	1110 - 1115 "
4. Administration of Birkbeck Test	1115 - 1125 "
5. Pre-Test:	
a) Ear-training	1125 - 1130 "

b) Production	1130 - 1210 hrs.
6. Memory Scan Test	" " " "
7. Administration of six taped lessons	1213 - 1306 "
8. Rest pause (refreshments)	1308 - 1318 "
9. Post-Test	
a) Par-training	1320 - 1323 "
b) Production	1324 - 1342 "
10. Administration of Attitude questionnaire	1345 - 1405 "
11. Administration of Examination Anxiety Test	1405 - 1415 "
12. Departure from LL	1420 hrs.

It took about three hours for the whole experiment. The same schedule was more or less followed for all the experimental groups.

A brief discussion of the scoring procedure, statistical methods used for analysis of data and results are presented in this chapter.

Scoring Procedure:

Scoring of general ability tests (Birkbeck test and Memory span test) criterion test, attitude questionnaire, Examination Anxiety test was done as follows:

General Ability Test:

a) Birkbeck Test: scoring was done in accordance with instructions in the manual of the test. Every correct problem contained two marks each. The total score for each subject were in this manner calculated.

b) Memory Span: The scoring was done in accordance with the instructions in the Bhatia's manual for memory span. Direct: one mark each for the number of sounds in the maximum correct reproduction (MCR-9) Reverse: One mark each for the number of sounds in the maximum correct reversed reproduction (MCR-6).

Criterion Test:

To find the effectiveness of L1 programme, pre and post test was given. This criterion test was scored as follows:

a) Rec. Training: The subjects was asked to discriminate between

two sounds in the pair of sentences and to mark 'a' or 'b' according to his/her judgement. There were five pairs of sentences in this test and each was repeated three times.

The right and wrong responses of each student were counted from the response sheet. Their score was calculated by subtracting wrong from right.

b) Production: In this part of the test, each student had to read a set of 5 sentences before a judge, who judged the sound as right, wrong or unclear, then number of right minus wrong responses was calculated and multiplied by two. Unclear sounds were not taken into account.

Then to obtain the total score for each subject his score on eartraining and production were added.

The maximum possible score in eartraining was five and in production = ten. Total (MPS) = 15.

Attitude questionnaire:

In this were 10 bipolar statements (x and y) and subjects gave their forced choice on a 5-point scale. The number of responses for each statement, for the five point was counted separately for boys and girls and then total was found out for each linguistic group separately.

Then the percentage of responses were calculated for the following three categories:

1. For the total number of subjects ($N = 60$).

2. For boys and girls of all the groups, showing sex differences in attitude to LL (Number of boys = 38, Girls = 22).
3. For each linguistic group ($N = 20$ in each group).

In the same way teacher's attitude to LL questionnaire was scored and percentages were calculated from the response of all ($N = 3$) teachers.

Examination Anxiety Test:

Each item in the test was scored, 1 and 0, for responses in favour of facilitating and debilitating scale respectively. Total score of all subjects was thus obtained.

Statistical Methods:

The following statistical treatment was applied in the analysis of the data:

1. Two way analysis of variance was applied to find out the effectiveness of the teaching method for all the three groups taken together.
2. To find the ideal gain percentage, of the groups, first the maximum possible increase was found out. Then actual increase was calculated. To get the ideal percentage gain, actual increase was divided by maximum possible increase and multiplied by 100.
3. In order to measure the effectiveness of method in each subgroup, a t-test was applied to pre and post-test scores.

4. Ideal gain percentage and t-ratio was calculated to find to find out the sex differences in each group.
5. Two way analysis of variance was applied to compare the achievement of the experimental groups (Bengali and Tamil) with the control group (Hindi medium group).
6. In order to know the relation in subjects general ability and criterion score, correlations were calculated for each group, for pre-test scores and Birkbeck Test, pre-test scores and memory span, post-test scores and Birkbeck test scores, post-test scores and memory span.
7. To find the relation between anxiety and test performance correlations between anxiety test scores and post tests of each group were obtained separately.
8. To find out the difference in performance due to anxiety among boys and girls i.e. sex differences, correlation between post-test scores and anxiety test scores of boys and girls separately in each group were calculated.
9. In order to know how far pre-test can be reliable in predicting post-test, correlation was found between pre-test score and post-test, score for each group.
10. In order to find the relation between sound discrimination ability and articulation, correlation between ear-training and production in both pre and post-test were calculated.
11. To find out the attitude of students towards LL method and Hindi, percentage distribution in the attitude questionnaire

to LL* was found out, for all subjects, for each group and for boys as girls.

12. To find out the teachers attitude to LL, percentage distribution of 'Teachers attitude questionnaire to LL' was obtained.

All the statistical formulae used for calculations are given in the Appendix.

Results:

After carrying out the above mentioned statistical treatment, the following results were obtained:

Effectiveness of the teaching method for the three groups and group differences:

Analysis of variance was applied on the pre-test and post test of all the 3 groups taken together to obtain these results. The effectiveness of the method is also shown by the ideal gain percentage of post test over pre-test. t-value were calculated to show the effectiveness in each group. The results are shown in the table 6 to 10.

The method of LL seems to be effective in improving ear-training and production skill of the subjects of three groups as a whole. The means and SDs on the pre and post test of three groups are shown in Table 6.

TABLE 6

Mean Scores and SD's of Pre and Post-test of each Group
(N = 20 in each group)

Group	N ₂₀	PRE				POST			
		Var. tr.		Total (A + B)	Var. tr.	Var. tr.		Total (A + B)	
		A	B			A	B		
bengali		Mean	3.95	6.4	10.38	4.75	8.8	13.6	
		S.D.	1.59	2.8	3.45	0.92	1.83	2.01	
Tamil		Mean	3.35	3.6	6.95	4.1	5.1	9.2	
		S.D.	1.62	3.07	3.5	1.17	3.31	2.97	
Hindi Vedic.		Mean	4.3	6.7	11.0	4.6	7.8	12.4	
		S.D.	1.14	2.91	3.9	0.8	2.35	2.55	

A graphical presentation of the data is given in Diagram A.

TABLE 7

Analysis of Variance Effectiveness of the Teaching Method on the Three Group

(Performance of three groups on Pre & Post-test)

N = 20 in each group

Source of Variation	df.	S.S _{tr}	S.S _{es}	F.	P.
between trials (pre & post)	1	95.4	95.4	13.28	.01
Between Subjects	59	525.83	8.9	1.24	N.S.
Inter action	59	424.09	7.18		
Total	119	1045.32			

SCORE ON CRITERION TEST.

2 3 4 5 6 7 8 9

Pre AND Post Test

PRE	Post Training
	Production

PRE	Post Training
	Production

The analysis of variance on the pre and post test of the three groups shows that the difference in the performance between pre-test and post-test for the three groups as a whole is statistically significant at .01 level, whereas among subjects the difference is not significant. This shows that the effectiveness of the teaching method is highly significant.

Percentage improvement on the post-test scores over the pre-test scores (Ideal gain percentage):

The 'Ideal gain percentage' was calculated in order to measure the effectiveness of the LL method of teaching Hindi pronunciation in terms of percentage gain. It gives an estimate in terms of comparative percentage improvement on the second test over the first test.

This method of calculating learning gain has been recommended amongst others, by Amwyck (1967) and Basu (1956).

This method was considered suitable to apply for assessing the improvement of the groups, as there were lot of individual differences.

The pre-test and post-test taken by the students before and after the course, were first tabulated and then the 'Ideal gain percentage' was calculated.

The results in table of ideal gain percentage shows that an immediate post-test the LL method gives significant indication of the effectiveness of the LL method in terms of percentage of learning improvement.

TABLE 8

Percentage Improvement on the Post-test over
the Pre-test (Ideal Gain Percentage)

Group	Sex	Mean Pre-test Score	Mean Post-test Score	Mean Increase	Max. Possible Increase	Ideal Gain
Tamil	G	8.58	9.83	1.25	6.42	19.5
	B	4.5	8.13	3.63	10.5	34.6
	W	6.95	9.2	2.25	8.05	23.5
Bengali	G (B)	10.35	13.6	3.25	4.65	69.9
	G	11.0	11.8	0.8	4.0	20.0
Hindi Med.	B	11.0	13.0	2.0	4.0	50.0
	W	11.0	12.4	1.4	4.0	35.0
Total	G (N = 22)	9.68	10.72	1.04	5.32	19.54
	B (N = 38)	9.26	12.29	3.01	5.72	52.6
	W (N = 60)	9.43	11.88	2.45	5.57	43.9

A graphical presentation of the data is given in Diagram B.

The Tamil group has shown to have the least improvement, 23.5% as against the Bengali group which gained 69.9% by this method.

In the whole the girls improved only by 19.54% where as the boys gained by 52.6%. On the whole a gain of 43.9% is found.

V TAGE

5.

6.

7.

%

IDEAL GAIN PERCENTAGE of

Past- Test over Pre-Test.

IDEAL GAIN %

Comparison of the Sub-groups:

Table 9 gives the mean and SD's in pre-post and general ability tests in each group.

TABLE 9

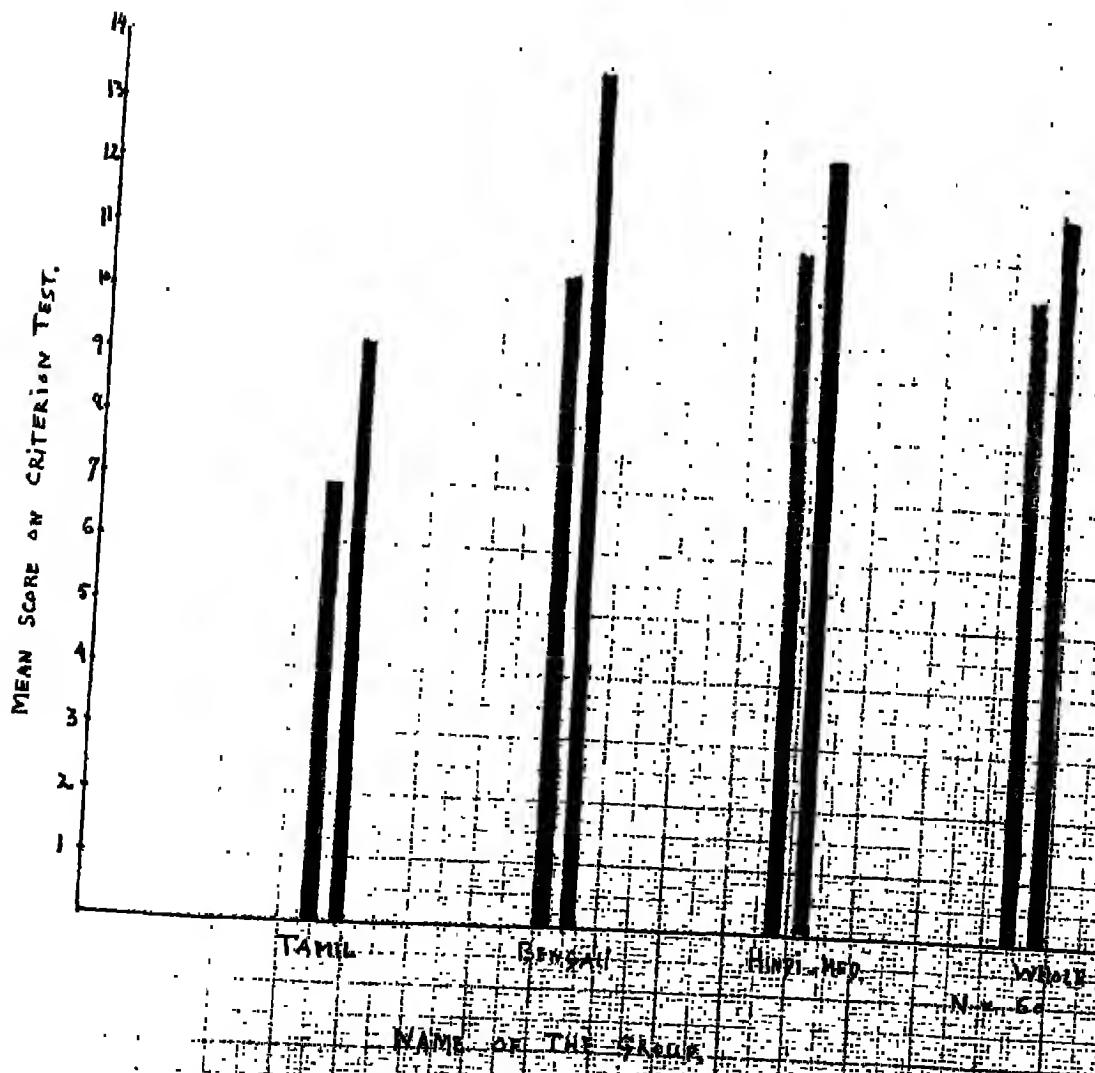
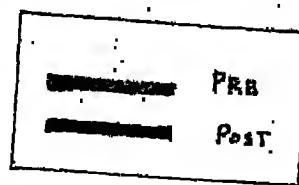
Mean and SD's of Sub-groups in
Pre, Post and General Ability Tests

N	Tamil			Bengali			Hindi Mad		
	Boys	Girls	Whole	Boys	Girls	Whole	Boys	Girls	Whole
Pre-test	Mean	4.50	8.58	6.95	10.35	-	10.35	11.00	11.00
	SD	1.58	3.95	3.50	3.45	-	3.45	2.00	3.89
Post-test	Mean	8.13	9.83	9.20	13.60	-	13.60	13.00	11.80
	SD	3.04	3.11	2.97	2.01	-	2.01	2.52	2.56
Birk-Beck test	Mean	15.25	13.50	14.20	18.80	-	18.80	15.00	13.80
	SD	3.66	3.66	3.64	8.12	-	8.12	6.08	7.06
Memory Span test	Mean	9.12	8.67	8.85	10.20	-	10.20	10.20	9.50
	SD	1.40	2.19	2.37	1.60	-	1.60	1.72	1.85

A graphical presentation of the data is given in Diagrams C, D, E, F

DIAGRAM 6

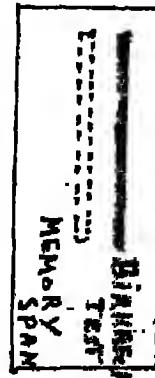
COMPARISON OF PRE- AND POST-TEST. SCORES; (BOYS PLUS GIRLS)



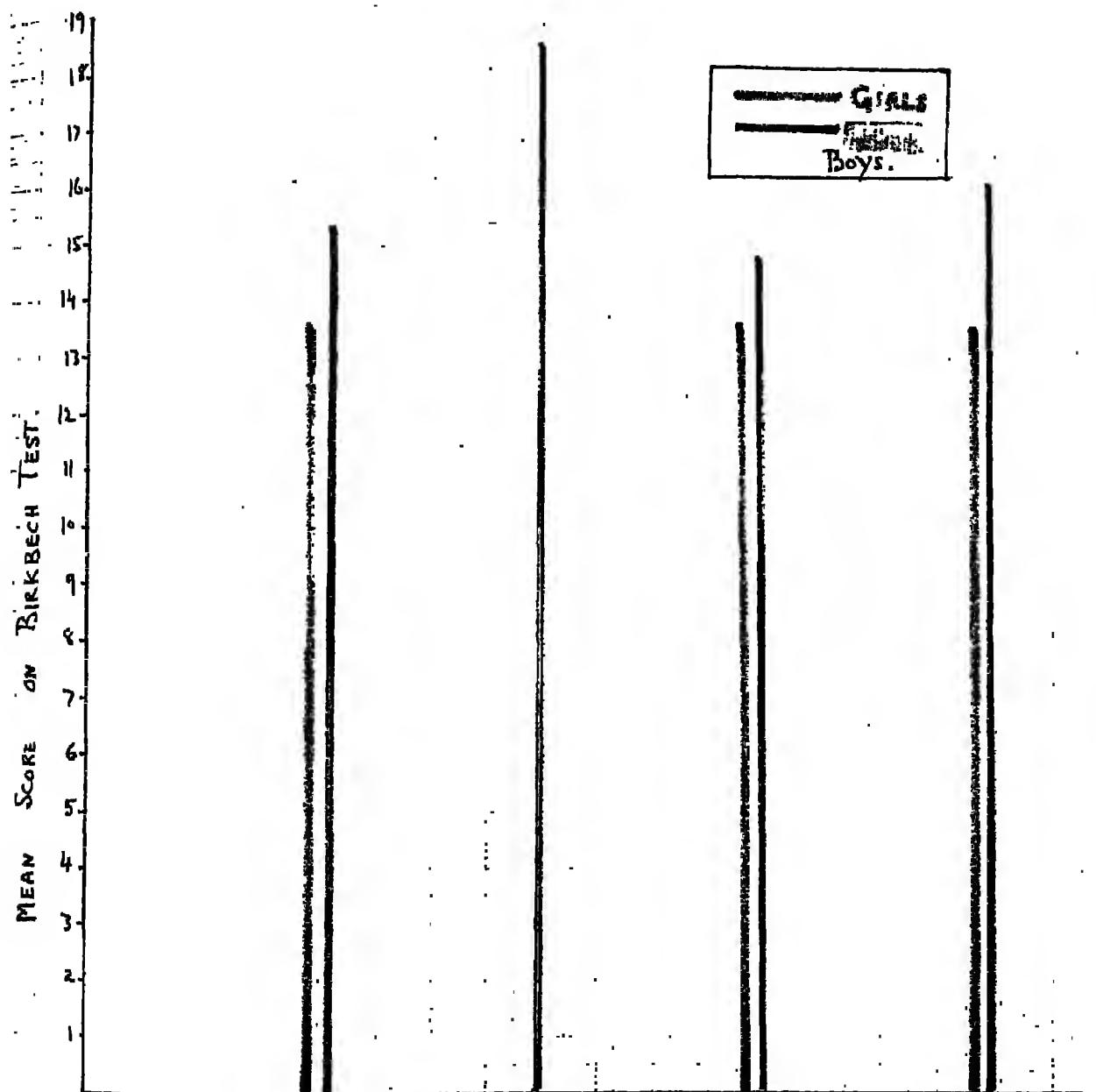
SCORE ON GENERAL ABILITY.

5 6 7 8 9 10 11 12 13 14 15 16 17 18 19

Boys AND Girls.



MEAN SCORE ON BIRKBECH TEST.



TAMIL

BENGALI

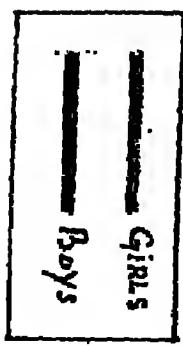
HINDI-MED.

WHOLE

N = 60

NAME OF THE GROUP

MEAN SCORE ON MEMORY SPAN.



A t-test was applied to the pre and post tests of each sub-group separately to show the effectiveness of the teaching method. In each group t-values were calculated separately for boys and girls on their pre & post-test scores. Table 10 gives the results obtained.

TABLE 10

t-values of the Pre and Post-test of Each Group for Boys, Girls and Whole

Group	Sex	N	Obtained t-ratio	df	Table value at				Level of significance
					.01	.02	.05	.10	
Bengali	Boys	20	4.77	19	1.73	2.09	2.54	2.86	.01
	Girls	12	1.03	11	3.17	2.76	2.23	1.80	NS
Tamil	Boys	8	4.22	7	3.50	3.00	2.36	1.90	.01
	Whole	20	2.50	19	1.73	2.09	2.54	2.86	.05
Hindi Ned.	Boys	10	1.54	9	1.83	2.26	2.82	3.25	NS
	Whole	20	1.90	19	1.73	2.09	2.54	2.86	.10

Table 10 indicates that in the Tamil group the performance of subjects on post-test over pre-test was significant at .05 level for the group as a whole. This shows the subjects did improve their performance indicating the effectiveness of the method. Though the girls did not show any significant improvement, boys showed a significant improvement.

The Bengali group (all boys) also improved very significantly as a result of the intensive drilling given by the LL method.

The Hindi medium group has not shown much statistical gains. This may be due to their initial higher ability in the language. The possibility of improvement in their cases was rather limited.

The result shows that the LL method of teaching is especially effective for teaching second languages, though there exists a degree of variation, in the improvement, which seems to have some relevance with linguistic back ground, motivating factors, intelligence etc.

Sex Differences in Performance:

The mean scores for girls and boys separately for each group were calculated to assess the differences in performance, if any, due to sex variable. The ideal gain percentages, were calculated separately for boys and girls, to show differences in performance due to sex. The tables 11, 12, 13 give the results obtained.

TABLE 11

Mean Scores of Pre- and Post-test for Boys
of Each Group

Group	N	Pre				Post			
		Ear tr.	Prod	Total	A	B	A	B	A
MPS		5	10	15	5	10	10	15	
Bengali	20	3.95	6.40	10.35	4.75	8.80	13.60		
Tamil	8	2.50	2.00	4.50	3.75	4.50	8.13		
Hindi Med.	10	4.60	6.40	11.00	4.60	8.40	13.00		

Table 11 shows that boys of all three groups show some increase in post-test over pre-test, although not equally. The boys of the Bengali groups showed maximum improvement and those of the Tamil group least. Due to practical difficulties no girl was included in the Bengali medium group.

TABLE 12

Mean Scores of Pre- and Post-test for Girls of Each Group

Group	N	Pre			Post		
		Ear tr.	Prod	Total	Ear tr.	Prod	Total
No.		5	10	15	1	10	15
Bengali	-	-	-	-	-	-	-
Tamil	12	3.91	4.50	8.58	4.33	5.50	9.83
Hindi Med.	10	4.00	7.00	11.00	4.60	7.20	11.80

Table 12 shows that there is not much difference in the mean scores of girls of the two groups, in post test over pre-test.

TABLE 13

Comparison of Boys and Girls in Performance on LI Method of Teaching

Group	Boys			Girls		
	Ideal gain	t-value	Sig. level	Ideal gain	t-value	Sig. level
Bengali	69.9	4.77	.01	-	-	-
Tamil	34.6	4.22	.01	19.5	1.03	NS
Hindi Med.	50.0	1.54	NS	20.0	.41	NS

A graphical presentation of the data is given in diagrams G and H.

DIAGRAM G
SEX DIFFERENCES
 IN
MEAN PRE AND POST TEST SCORES.

GIRLS	-----	PRE
	-----	POST
Boys	-----	PRE
	-----	POST

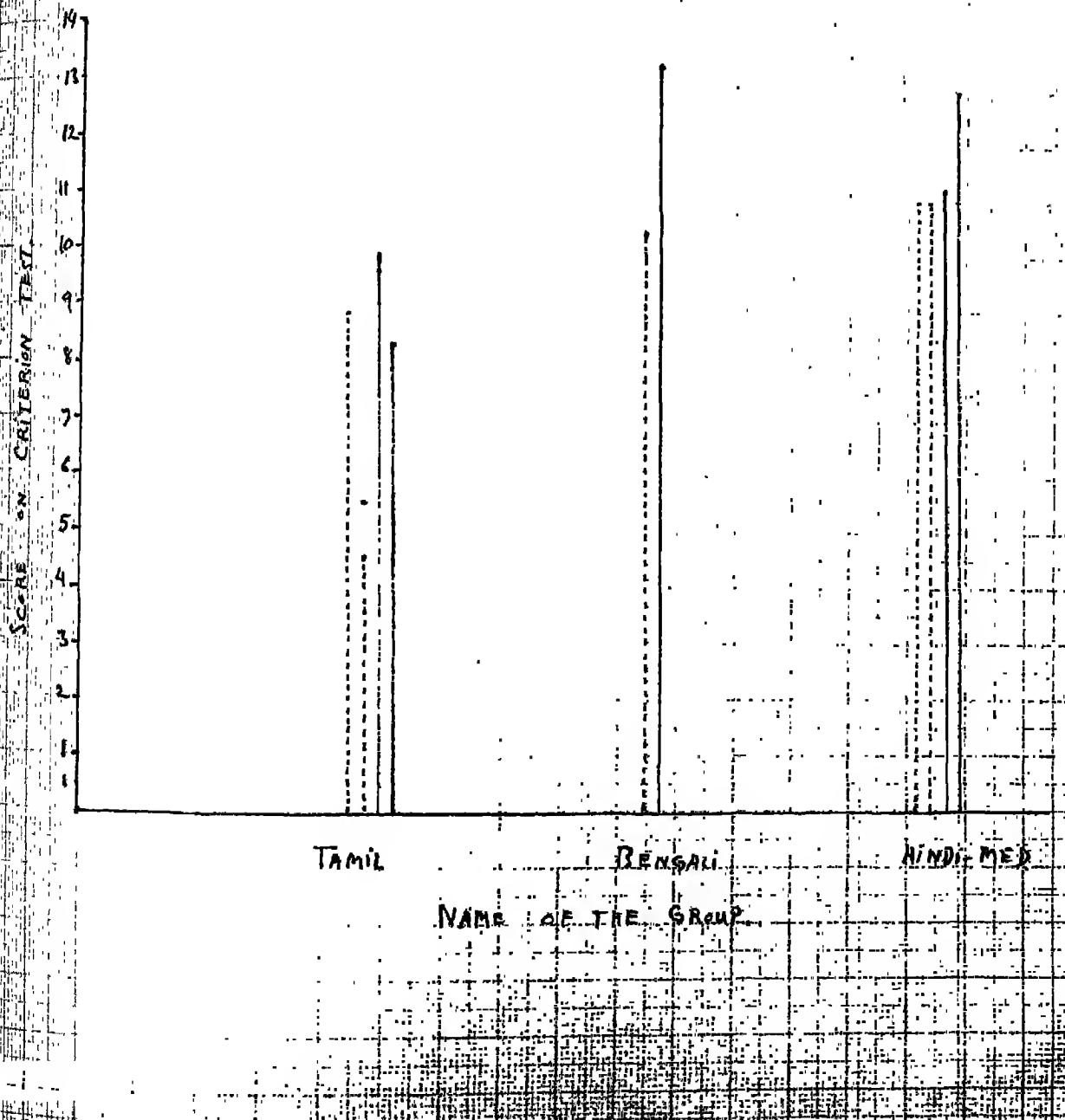
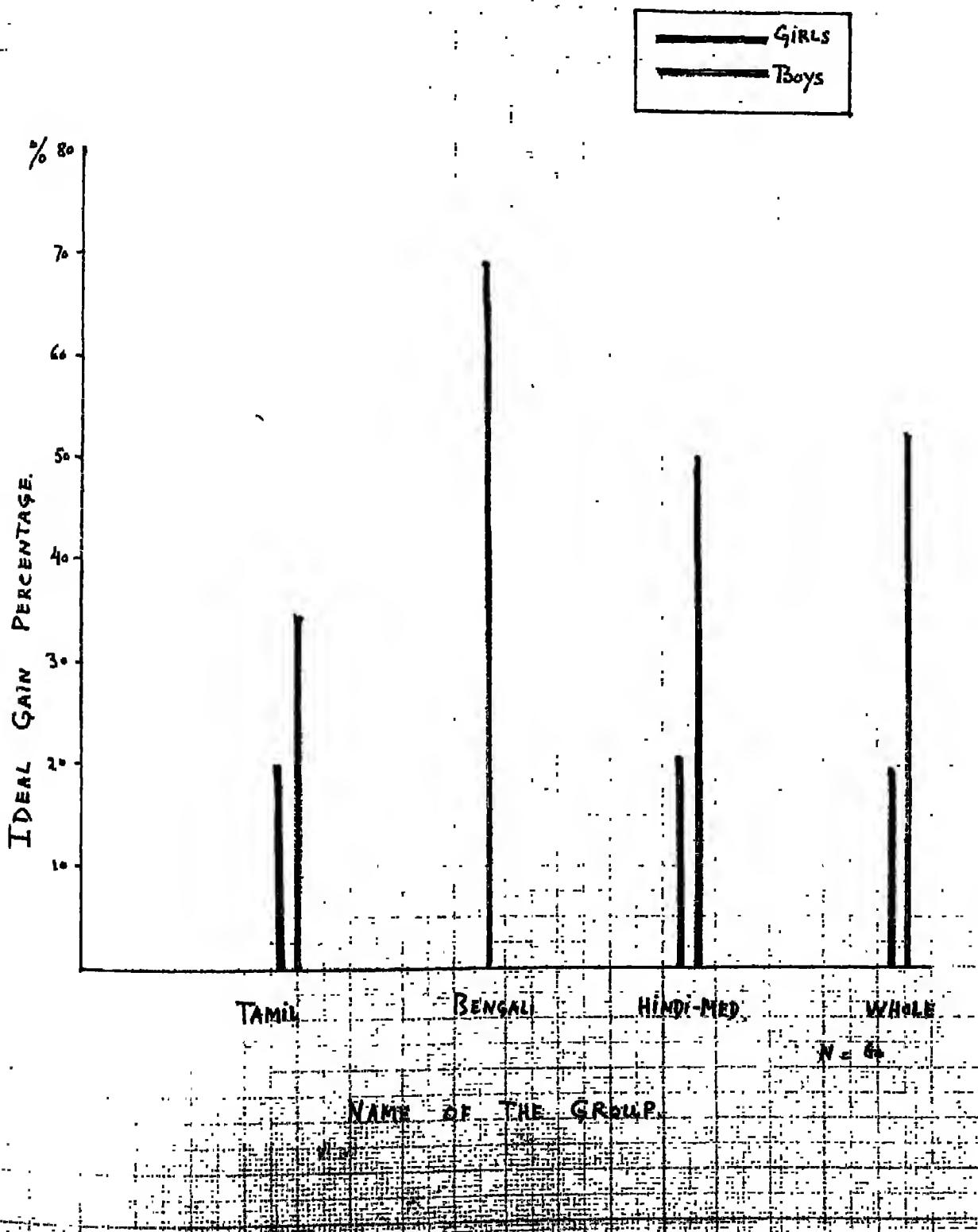


DIAGRAM H

SEX DIFFERENCES IN IDEAL GAIN PERCENTAGE (POST-OVER PRE-TEST).



It appears, that in this study, boys of the Tamil and the Hindi medium groups showed more improvement as compared to the girls of the corresponding groups as indicated by ideal gain percentage and t-ratio.

Comparision of Each Linguistic Group with Hindi Medium Group:

Analysis of variance was done to compare the performance of each linguistic group with the control group. The tables 14 & 15 give the summary of the analysis of variance.

Table 14

Analysis of Variance, Performance of Hindi Medium Vs. Tamil Group

Source of Variation	df.	S.S.	M.S.	F	P
Between Groups	1	105.63	105.63	23.11	.01
Among Subjects	19	254.48	13.39	2.90	NS
Interaction	19	86.87	4.57		
Total	39	446.98			

Table 14 shows the performance of the two groups, Hindi medium and Tamil differs and is statistically significant at .01 level.

Table 15

Analysis of Variance, Performance of Hindi Medium Vs. Bengali Group

Source of Variation	df.	S.S.	M.S.	F.	P
Between Groups	1	14.40	14.40	2.69	NS
Among Subjects	19	116.0	6.11	1.14	NS
Interaction	19	101.60	5.34		
Total	39	232.0			

Table 15 shows that there is no statistically significant difference in the performance of the Bengali and Hindi medium group. This could be due to higher motivation and intellectual level of the Bengali group.

Correlation between intelligence and scores on criterion test:

To find out the relation between scores on criterion test and intelligence, correlations were calculated between scores on Birkbeck test and pre-test, Birkbeck test and post test. High correlation indicates that higher the general ability higher the achievement on the criterion tests, while low correlation indicates the opposite.

TABLE 16

Correlation Between Pre-test Scores and Scores on Birkbeck Test.

Group	Boys	Girls	Whole
Bengali	.33	+	.33
Tamil	-.37	0.00	-.18
Hindi Med.	-.32	.31	.13

TABLE 17

Correlation Between Post-test Scores and Scores on Birkbeck Test

Group	Boys	Girls	Whole
Bengali	.01	+	.01
Tamil	-.01	-.32	-.27
Hindi Med.	-.40	-.001	.14

Tables 16 & 17, show that there exists no correlation, to a low negative correlation between intelligence and achievement, in this case. This shows that students can benefit from LL method of teaching irrespective of their intellectual abilities, because in this method enough drilling is given and each student learns at his own rate.

Correlation Between Memory Span and Scores on Criterion Test:

The relationship between memory span and pre-test and post-test were studied. The results are shown in the tables 18 & 19.

TABLE 18

Correlation Between Pre-test Scores and Scores on Memory Span

Group	Boys	Girls	Whole
Tamil	.20	.39	.23
Bengali	-	-	.45
Hindi Med.	0.00	.055	.25

TABLE 19

Correlation Between Post-test Scores and Scores on Memory Span

Group	Boys	Girls	Whole
Tamil	.21	.23	.18
Bengali	-	-	.27
Hindi Med.	.55	.13	.40

Table 18 & 19 show there is low to moderate correlation between memory span and achievement, meaning thereby, that memory is an important factor in learning of a second language. The correlation varies from group to group and from pre to post-test.

Correlation Between Examination Anxiety Test Scores and Scores on Post-test:

To find out the extent to which anxiety affects achievement correlations were calculated between scores on Examination Anxiety test and criterion test. Correlations for boys and girls as well as whole were calculated for each group.

Table 22 Correlation Between Scores on E.A.T. and Post-test

Group	Boys	Girls	Whole
Tamil	.34	.12	-.13
Bengali	-	-	.07
Hindi Med.	.38	.24	.78

The result shows low to good correlation between anxiety and achievement. This indicates anxiety has some facilitating factors which improve performance in a test situation. But there is variation in the results of the three groups.

Correlation Between Pre-test and Post-test Scores in Each Group

The results are given in the table 21.

TABLE 21

Correlation Between Pre- and Post-test Scores

Group	Boys	Girls	Whole
Tamil	.55	.08	.31
ben ali	-	-	.48
Hindi Med.	.31	.64	.50

Table 21 shows that pre-test scores are to some extent reliable in predicting post-test scores, as there is a low to moderate correlation between them. There is variation between group to group, for in the case of girls in Tamil group the correlation is only .08, whereas for girls in Hindi medium group it is .64.

Correlation Between Ear-training and Productions

For both pre and post test, the relationship between ear-training and production were studied. The results are shown in the table 22 & 23.

TABLE 22

Correlation Between Ear-training and Production
in Pre-test

Group	Boys	Girls	Whole
Tamil	-.54	-.19	-.16
Bengali	-	-	-.19
Hindi Med.	-.37	-.12	-.40

TABLE 23

Correlation Between Ear-training and Production
in Post-test

Group	Boys	Girls	Whole
Tamil	-.30	-.32	-.29
Bengali	-	-	-.12
Hindi Med.	.61	.15	.17

There appears no systematic relation between ear-training and production, both in pre and post-test. In some cases it is found to increase and in some to decrease. This indicates that there is a difference in the way a sound is discriminated when heard and pronounced.

Correct Responses in Ear-training and Production:

The tables 24 & 25 give the number of correct responses made in ear-training and production in both pre and post-test.

TABLE 24

Number of Correct Judgements in Ear-training

(N = 20 in each group)

Group	Tamil		Bengali		Hindi Med.	
	Pre	Post	Pre	Post	Pre	Post
<u>SS/ST</u>	19	15	18	18	18	19
<u>ST/SC</u>	14	16	15	19	19	18
<u>SC/SC</u>	14	16	18	20	18	16
<u>ST/ST</u>	13	15	19	19	15	19
<u>SC/ST</u>	13	15	19	19	17	18
<u>ST/SC</u>	17	16	19	19	17	18
Total	77	78	89	95	87	90

(Correct sounds are underlined)

Number of correct judgements in pre-test of all subjects = 253

Number of correct judgements in post-test of all subjects = 263

TABLE 25

Number of Correct Responses in Production

(N = 20 in each group)

Group	Tamil		Bengali		Hindi Med.	
	Pre	Post	Pre	Post	Pre	Post
<u>SS/ST</u>	19	19	20	19	20	19
<u>ST/SC</u>	16	17	15	16	19	18
<u>SC/SC</u>	10	12	66	20	17	18
<u>ST/ST</u>	13	7	6	15	10	16
<u>SC/ST</u>	10	17	19	19	19	18
<u>ST/SC</u>	10	17	19	19	19	18
Total	68	72	68	89	95	89

(Correct sounds are underlined)

Number of correct responses in pre-test of all subjects 231
 Number of correct responses in post-test of all subjects 250

Tables 24 & 25 show that there is a difference in groups, but in the Bengali group there are maximum number of correct responses in ear-training, whereas the Tamil group did the worst. In production test, the Hindi medium group's performance was the best and Tamil group worst. But in all groups there was an improvement in post-test over the pre-test, in both ear-training and production. Although more correct judgements are made in ear-training than correct responses in production.

Summary of the Information Regarding Linguistic Background

About all the subjects

TABLE 26

Language Used at Home, Schools and in Correspondence by the Subjects

(N = 20 in each group)

Group	Native Lang.	Language spoken at Home	Language spoken at School	Language used in Correspondence
Bengali	20B	20B	12B, 2E, 6BE	14E, 1BE, 5B
Tamil	19T, 1M	17T, 2TE, 1M	1EH, 1EHT, 7T, 6E, 5TE	9ET, 3T, 6B
Hindi Med.	2T, 4G, 2M, 3E, 9P	7P, 4G, 1E, 1M, 6H, 3T	7HE, 6E, 9H	17E, 3HE

(T = Tamil, M = Marathi, E = English, H = Hindi, B = Bengali
 P = Punjabi, G = Gujarati)

Table 26 shows that in the Bengali group, all subjects speak Bengali at home and it is their native language. 70% of them

correspond in English and 25% of them in Bengali. 60% of them speak Bengali at school also.

In the Tamil group, 95% have Tamil as their native language, 85% speak it at home.

The Hindi medium group is a mixed group, out of all, for 45% Punjabi is the native language and 35% speak it in school. 85% of the whole group correspond in English.

Student's Attitude to LL Method of Instructions:

Attitude questionnaire were analysed in three different categories.

Table 27, shows the responses of all the subjects (N = 60) who participated in the study. Table 28, give percentage of boys and girls to give a comparison of attitude to LL, due to sex difference. Table 29, gives the results of all the groups separately.

Attitude of all Subjects Towards LL and Hindi:

Out of the total number of students (N = 60), 41.4% agreed that they prefer LL lessons to classroom lectures, 59.8% agreed that 'this course of language teaching was interesting'. 38.7% thought they could learn better in LL. 56.5% found the LL lessons more interesting than a normal classroom lecture. 53.2% agreed that they would like to take another course of language learning in a LL. 69.3% found the course easy to do and 79.4% said the instructions were useful in the programme, although only 26.4%

TABLE 27

Percentage distribution of attitude questionnaires of all subjects

(N = 60)

I	Agree 'I hold 'No p. D. P. C. L. I. with X' and to 'disagree 'with X' with Y' with Y'						X
	'disagree 'for X' 'agree 'with Y'	'disagree 'with Y' 'with Y'					
1. I dislike Hindi	14.6	17.7	28.4	10.4	28.8	1. I like Hindi	
2. I find Hindi very easy	29.8	5.4	17.8	14.8	30.4	2. I find Hindi very difficult	
3. I prefer language laboratory lessons	41.4	12.7	15	3.8	26.6	3. I prefer class-room lecture	
4. I found this course of language teaching interesting	59.6	22.5	9.1	2.6	6.1	4. I found this course of language teaching boring	
5. I think I could have learnt better in classroom	28.8	7.5	12.5	12.5	38.7	5. I think I learnt better in language laboratory	
6. I found the language lessons less interesting than a normal class-room lecture	15.5	8.5	8.2	11.3	56.5	6. I found the language lessons more interesting than a normal class-room course	
7. I would like to take another course of language learning by language laboratory	53.2	12.5	18.2	6.1	10.4	7. I would prefer not to take other courses language laboratory.	

(Contd.)

8. This course was difficult	2.6	15.1	13.2	69.3	8. This course was easy to do			
9. The instruc- tions were use- ful in the programme	73.4	3.3	10.8	4.1	8.4	9. The instruc- tions in the pro- gramme were un- necessary		
10. I would prefer to be taught by the langu- age laboratory course	33.3	7.6	16.1	11.6	32.6	10. I would prefer to be taught by teacher in classroom		

TABLE 28

Percentage Distribution for Attitude Questionnaire
Boys vs Girls

(Boys = 33, Girls = 22)

X	Agree				Incl- i- no with X with Y		Y
	Agree with X and to Agree with Y	Agree with X but not with Y	Agree with Y but not with X	Agree with Y and to Agree with X			
1. I dislike Hindi	B: 22.5	15.0	30.8	10.6	20.8	1	1. I like Hindi
	G: 18.3	21.6	10.0	50.0			
2. I find Hindi very easy	B: 29.2	7.5	16.6	15.8	30.8	2	2. I find Hindi very difficult
	G: 28.3		20.8	13.3	37.5		
3. I prefer language laboratory lessons	B: 38.2	6.6	15.0	4.1	35.8	3	3. I prefer classroom lecture
	G: 49.1	17.5	17.5	5.0	11.2		
4. I found this course of language teaching interesting	B: 64.2	16.6	13.3	4.2	1.6	4	4. I found this course of language teaching boring
	G: 53.3	28.3	5.0		13.3		
5. I think I could have learnt better in class room	B: 38.3	3.3	10.0	15.8	32.5	5	5. I think I learnt better in language laboratory
	G: 24.1	13.3	17.5		45.0		
6. I found the language lessons less interesting than a normal classroom lecture	B: 13.9	10.8	8.3	6.8	60.8	6	6. I found the language lessons more interesting than a normal classroom course
	G: 24.1	4.1	9.2	14.1	48.3		

7. I would like to take another course of language by language laboratory	B: 47.6	19.2	16.6	1.6	15.0	7. I would prefer not to take another course of language laboratory	
	G: 55.0		21.6	13.3	9.1		
8. This course was difficult	B: 4.2		17.5	14.1	64.1	8. This course was easy to do	
It	G: 9.1		9.1	14.1	75.7		
9. The instructions were useful in the programme	B: 67.5	1.6	13.3	8.3	9.1	9. The instructions in the programme were unnecessary	
	G: 86.6	4.1	5.0		4.1		
10. I would prefer to be taught by the language laboratory teacher	B: 40.0	7.3	13.3	5.0	34.1	10. I would prefer to be taught by teacher in classroom	
	G: 21.6	5.0	13.3	20.0	40.0		

agreed that they liked Hindi and 29.8% found Hindi very easy, they all showed a very favourable attitude towards language laboratory method of teaching language. (See table 27).

Differences in Attitude Towards LL, due to sex differences:

Out of the total number of girls (N = 22) 49.1% agreed that they prefer LL lessons to classroom lecture against 38.2% of the boys (N = 38), 64.2% of the boys found this course of language teaching interesting as against 53.3% of the girls. 47.6% of the boys agreed that they would like to take another course of language learning by LL as against 55.8% of the girls. 64.1% of the boys agreed this course was easy to do as against 76.7% of the girls. 67.5% and 86.6% of the boys and girls respectively agreed that instructions in the programme were useful. This shows that both boys and girls showed a positive attitude towards the LL method of teaching although only 20.8% of the boys agreed that they liked Hindi and 30.8% found Hindi very difficult, whereas among girls 50% liked Hindi and only 37.5% found Hindi very difficult.

The results show that boys showed a greater preference for LL lessons and found the course interesting, than girls, whereas girls showed a greater preference for taking another course of language learning by LL, found Hindi easy, although found the course difficult to take.

TABLE 29

Percentage Distribution for Attitude Questionnaire
for Each Group

(N = 20 in each group)

T - Tamil, B - Bengali, H - Hindi Med.

X	'Agree' 'Indifferent' 'No preference' 'Agree' Y					
	with X		with Y		with X or Y	
	'Agree' for X		'Agree' for Y			
	with X	with Y	with X	with Y		
1. I dislike Hindi	B: 20.0	25.0	35.0	10.0	10.0	1. I like Hindi
	T: 18.7	8.3	33.4	6.2	31.4	
	H: 5.0	20.0	15.0	15.0	45.0	
2. I find Hindi very easy	B: 35.0	10.0	15.0	25.0	15.0	2. I find Hindi very difficult
	T: 14.5	6.2	33.3	14.5	31.4	
	H: 40.0		5.0	10.0	45.0	
3. I prefer language laboratory lessons	B: 40.0	20.0	10.0		30.0	3. I prefer classroom lecture
	T: 29.2	12.5	25.0		25.0	
	H: 55.0	5.0	10.0		25.0	
4. I found this course of language teaching interesting	B: 60.0	30.0	5.0		5.0	4. I found this course of language teaching boring
	T: 64.6	8.3	12.5		8.3	
	H: 55.0	30.0	10.0		5.0	
5. I think I could have learnt better in class room	B: 10.0	10.0	10.0	25.0	45.0	5. I think I learnt better in language laboratory
	T: 41.6	8.3	12.5	6.2	31.2	
	H: 35.0	5.0	15.0	5.0	40.0	

6. I found the language lessons less interesting than a normal classroom lecture	B: 5.0	10.0	5.0	20.0	60.0	6. I found the language lessons more interesting than a normal classroom course
	T: 16.7	10.4	4.1	4.1	64.5	
	H: 25.0	5.0	15.0	10.0	45.00	
7. I would like to take another course of language learning by language laboratory	B: 65.0	15.0	15.0	5.0	7. I would prefer not to take another course of language laboratory	
	T: 39.6	6.2	29.1	8.3	16.6	
	H: 55.0	15.0	10.0	5.0	15.0	
8. This course was difficult	B: 1	20.0	10.0	70.0	8. This course was not easy to do	
	T: 6.2	10.4	10.4	72.9		
	H: 1	15.0	20.0	65.0		
9. The instructions were useful in the programme	B: 65.0	5.0	15.0	15.0	9. The instructions in the programmes were unnecessary	
	T: 60.4	4.1	12.5	12.5		
	H: 95.0	5.0	5.0	5.0		
10. I would prefer to be taught by the language laboratory course	B: 35.0	10.0	30.0	15.0	10. I would prefer to be taught by teacher in classroom	
	T: 29.1	6.2	8.3	56.2		
	H: 35.0	5.0	10.0	20.0	30.0	

Differences in Attitude Towards LL, Due to Group Differences:

All groups showed a favourable attitude towards LL method of teaching. 40% of the Bengali, 29.2% of Tamil and 55% of the Hindi medium subjects showed preference for the language laboratory lessons. 60% of the Bengali, 64.6% of the Tamil and 55% of the Hindi medium subjects found the LL course interesting. 65% of the Bengali, 39.6% of the Tamil and 55% of the Hindi medium subjects agreed that they would like to take another course of language learning by LL. More than 65% of each group found the course easy to do and instructions useful. The Tamil group showed a less favourable attitude than the other two groups. 31.4% of the Tamil group liked Hindi as against 10% of the Bengali and 45% of the Hindi medium group.

Teacher's Attitude to LL:

The teachers too showed a very favourable attitude to the LL system. 66.3% agreed that students can learn better in LL than in classroom. 66.6% agreed, the method should be carried on in schools, whereas only 33.3% agreed that this method is administratively possible. 66.6% agreed that such laboratory could not be maintained in their schools. They all agreed that this method would save teacher's time and efforts and still have the usual regard for teachers.

TABLE 30

Percentage Distribution for "Teacher's Attitude to
Language Laboratory Questionnaire"

(N = 3)

X	Agree with X	Inclined to agree with X	No preference for X or Y	Inclined to agree with Y	Agree with Y	Y
1. Students can learn better in language laboratory than in classroom	66.6				33.3	1. Students cannot learn better in language laboratory, than in classroom
2. Students shall be more motivated to learn a language in language laboratory	66.6	33.3				2. Students shall not be motivated to learn a language in language laboratory
3. This method should be carried on in schools	66.6					3. This method need not be carried on in schools
4. Administratively this method is plausible	33.3	33.3			33.3	4. Administratively this method is not plausible
5. Economically, language laboratory is not possible to maintain	33.3				66.6	5. Economically, language laboratory is possible to maintain

6. The maintenance of each laboratory is possible in my school		33.3		66.6	6. The maintenance of such laboratory is not possible in my school
7. I would prefer to teach my students myself	33.3			66.6	7. I would prefer my students to be taught by language laboratory
8. Do you think this method can save teacher's time and efforts	100				8. Do you think this method cannot save teacher's time and efforts
9. Students shall observe discipline in language laboratory	100				9. Students shall not observe discipline in language laboratory
10. Students learning by language laboratory shall care less for teachers				100	10. Students shall have usual regard for teachers

Please write your comments about language laboratory.

Teacher's Objective View towards L.L.

All teachers showed a keen desire to undergo some such course for teachers. They all expressed their doubt regarding the maintenance of such equipment in schools, because of the high cost.

Qualitative Assessment of Students' Attitude and Difficulties

An informal and short interview with some of the students showed that they all had a very favourable attitude towards language laboratory method. They all wanted to come back for another course. Observation of their behaviour during the experiment showed:

1. There were a few cases, which, could not follow the instructions of the lessons, the mechanism etc and required some individual attention.
2. For all the students the student booth and its equipment seemed a novel thing.
3. Most of them were very interested to know as to why the course was being undertaken.
4. They were very keen to know the results of their performance.
5. The length of the programme made some of the subjects a little restless.
6. The students who appeared more interested in the programme performed better.
7. They all maintained discipline in the L.L. situation.

Language plays an important role in education and no system of education can be complete unless the study of language receives proper emphasis in it. In Indian context, language learning has an even more important part because of our "Three Language Formula".

LL is a unique method of teaching languages based on technological and psychological concepts. In our schools, it is now almost a norm to teach atleast three languages viz. English, Hindi and regional language. In the modern approach, of teaching language, LL system is a useful aid. The Language Laboratory conference Report (1961) mentions "The trend in foreign language teaching today is towards the five-fold objectives of listening, understanding, speaking, reading and writing in descending order of emphasis. Language Laboratory is an invaluable mechanical aid in reinforcing what has been first presented and studied in the classroom and other situations.

The proper value of LL in teaching second languages has not been much studied in India. No significant work has been done in India in teaching Hindi through a LL.

Keeping these factors in mind this investigation was undertaken. The objectives of the present experiment was to

find out the effectiveness of LL in teaching Hindi pronunciation and to find the differences in achievement in Hindi pronunciation as affected by (1) general ability, (2) sex differences, (3) linguistic background of the subjects. The subjects attitude towards this method of instruction was studied.

Two linguistic groups (boys and girls) were employed for the study viz. Bengali and Tacil, for whom Hindi is a second or third language. A control group of Hindi medium students were employed for purposes of comparison. All the three groups were taken from secondary schools of Delhi. Each group was called separately to the Central Language Laboratory of the National Institute of Education, NCERT. They were given experimental teaching in LL on Hindi phonemes. A pre-test and a post test were given to evaluate the effectiveness of the method. The results were statistically analysed. The 'attitude questionnaires' were analysed to find the attitude of students and teachers towards the LL method of teaching.

The results showed the effectiveness of the method to be statistically significant at .01 level. The ideal gain percentage in post test over pre-test for all subjects ($N = 60$) was 43.9%. Though there was a moderate correlation of achievement with memory span, intelligence was found to be negatively correlated with achievement. Perhaps intelligent students

find the system monotonous. It was also not possible to administer a complete test of intelligence.

The results on Examination Anxiety test showed that higher the facilitating factors of learning in anxiety, higher the achievement. Students as well as teachers showed a very favourable attitude towards LL system of teaching. Differences in achievement due to sex differences was not clear from this study. Linguistic background also seemed to be a factor in the effectiveness of the method.

Conclusions:

The quantitative, and qualitative analysis of the data, lead to following tentative conclusions:

1. The LL method of teaching Hindi pronunciation was found to be effective to secondary school students who are studying Hindi as a second/third language.
2. The two linguistic groups were found to differ in their performance on the criterion test.
3. All the three groups differed in their ideal gain percentage in post test over pre-test.
4. Differences in achievement due to sex differences were not clear from this study.
5. Comparison of linguistic groups (experimental) with Hindi medium (control) group showed, that there exists a difference in the performance of Tamil students but not in the Bengali group.

6. There possibly exists some differences in the achievement of subjects, due to general achievement.
7. The results tend to suggest that optimum anxiety has some facilitating effect, which improve performance in a test situation.
8. Pre-test scores were to some extent reliable in predicting post-test scores.
9. Scores on the criterion test were found to be negatively correlated to intelligence test scores. Positive correlation was found in memory span score and criterion test.
10. All groups showed a very favourable attitude towards the LL system and preferred the LL method to, usual classroom instruction of pronunciation.
11. The teachers also showed a favourable attitude towards the LL system, but expressed some doubt about its feasibility in view of the high cost of the equipment.

The results of ideal gain percentage show that the Tamil group gained 23.5% as compared to the Bengali group which improved by 69.9%. The differences in improvement, were probably due to the similarity of the "filter language" for the Bengali groups, who probably gained a lot by this method of teaching. On the other hand the Tamil group may have gained less because of their less observable motivation than the Bengali group.

On the whole, an ideal gain percentage of 43.9% was found as a result on the LL system of teaching.

Discussion:

Although the results show the LL method of teaching to be very effective and attitude of students and teachers towards it very favourable, the study suffers from some limitation, a few of them are as follows:

1. The lessons were selected with the help of a linguistic expert, without any earlier try-out. At a later stage it seemed that minor modification of the lessons might have made them more effective.
2. Care was taken to select a random sample, but probably there was some difference in the general ability, socio-economic background, linguistic background of the students of each of the experimental and control groups.
3. Due to limitation of time, only one administration was possible, which probably is not sufficient in teaching pronunciation of a second language.
4. The language laboratory lessons could not be supplemented with visual aids, which would have facilitated the learning of articulation.
5. The post-test was administered immediately after the experimental teaching and administration of a retention test was not possible, which could indicate the effectiveness of the method after a time lapse, say six weeks.

6. Though sex differences were studied, equal number of boys and girls was not possible to obtain in a field situation.
7. It was not possible to administer a complete test of intelligence, which would have given a better indication of the students verbal and non-verbal abilities.
8. The novelty factor may have interferred in the performance and motivation of the students, as it was a first time in the life of the students to have come to a language laboratory. Due to time limitation this handicap could not be overcome.

Suggestions:

India is a multilingual country and the study of one or more Modern Indian Languages is a part of the school curriculum. We should embark on the expanse of language laboratory facilities as almost a crash programme. Every rupee spent on its investment will pay heavy dividends in the near future. The NCERT AI report (1969) suggests "The important point to remember is the fact that we should grow the required facilities on our soil. This implies planned action in all phases of the problem in such a way that we get the required material for the functional teaching of languages, make the equipment through a network of small scale industries, and grow the teachers and instructors required to the proper stature."

There are four handicaps for the expansion of LL facilities in the country - (1) inadequate funds, (2) inadequate teaching material, (3) local lack of adequate equipment, (4) attitude of teachers.

Even if the schools and college do not have LL facilities to begin with, it is very important that we prepare the material and keep it ready. It is also extremely important that we train a very large body of teachers who become competent to undertake this new type of work.

It is necessary to have one full-fledged centre in the country where the equipment required for LL's are properly tested. Such a centre will be required to examine the feasibility and usefulness of any new designs submitted.

In the absence of LL, tape records can be used to serve the same purpose, and its effectiveness studied in teaching Languages.

To study the effectiveness of LL, in teaching languages, experiments can be carried out in teaching grammar, comprehension, translation and spelling etc.

An experimental study could be conducted with different age groups to see that in which age group or educational groups LL method of teaching could be most effective.

A study showing the progressive improvement after each administration of the LL lesson tapes can also be conducted.

LL is an individualized medium of teaching, as its effectiveness could be studied in developing language skills in children who do not develop their full potentialities of speaking mother-tongue due to emotional fears etc.

Another problem for investigation could be its effectiveness in teaching verbal skills to mentally retarded children.

Yet another problem for investigation could be the use of similar laboratories in teaching other subjects.

Although a lot of progress has been made in respect to LL's a lot of research yet needs to be done in this connection.

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Appendix A : Statistical Formulae Used for Various Calculations.

Appendix B : General Ability Tests.

1. Kirkbeck test
2. Memory Span test

Appendix C : Criterion Test for Pre-test and Post-test

1. Ear-training
2. Production
3. Scoring Criterion

Appendix D : Introduction to Language Laboratory Questionnaire.

Appendix E : Teacher's Attitude to Language Laboratory Questionnaire.

Appendix F : Teacher's Rating Sheet for Students.

Appendix G : Examination Anxiety Test.

Appendix H : Script of Tapes.

$$1. \text{ Mean } = \frac{\Sigma X}{N}$$

$$2. \text{ Mean comb } = \frac{N_1 \bar{X}_1 + N_2 \bar{X}_2 + \dots + N_k \bar{X}_k}{N_1 + N_2 + \dots + N_k}$$

$$3. \text{ S.D. } = \sqrt{\frac{\Sigma (X - \bar{X})^2}{N}} = \sigma^2$$

$$4. \text{ S.D. Comb } = \sqrt{\frac{N_1(\sigma_1^2 + \bar{X}_1^2) + N_2(\sigma_2^2 + \bar{X}_2^2) + \dots + N_k(\sigma_k^2 + \bar{X}_k^2)}{N}}$$

$$5. \text{ SE}_m = \sqrt{\frac{\sigma^2}{N}}$$

$$6. D = \bar{X}_1 - \bar{X}_2$$

$$7. \text{ SE}_D = \sqrt{\frac{\sigma_{\bar{X}_1}^2 + \sigma_{\bar{X}_2}^2}{N_1 + N_2}} = \sqrt{\frac{\sigma^2}{N_1} + \frac{\sigma^2}{N_2}}$$

$$8. t - \text{value } = \frac{D}{\text{SE}_D} \quad 9. \text{ D.F. } = (N_1 - 1) + (N_2 - 1)$$

$$10. \text{ For correlation } r_{NXY} = \frac{\Sigma (X - \bar{X})(Y - \bar{Y})}{\sqrt{[\Sigma (X - \bar{X})^2][\Sigma (Y - \bar{Y})^2]}} \quad (\text{a pearson computed from original data})$$

$$11. r = \frac{\Sigma XY}{\sqrt{\Sigma X^2 \Sigma Y^2}} \quad (\text{Alternative formula for a pearson } r)$$

$$11. \text{ Ideal gain percentage } = \frac{\text{obtained difference}}{\text{Maximum possible difference}} \times 100$$

12. Two way Analysis of Variance

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31

PLEASE DO NOT TURN OVER YET

Surname (in BLOCK Letters) _____

First name _____

Age _____ Date of birth _____ Today's date _____

Occupation _____

Sex _____, School _____

Class _____

PLEASE DO NOT TURN OVER YET

In this test there are twenty-five questions. ANSWER
YOU SEE A CROSS, TIME IS A LETTER OR A NUMBER MISSED OUT.
Write the missing letter or number in the box on the right
of the page, like this:

1 2 3 4 5 x

6

Now do these:

1. A B C D E x

1

2. 3 6 9 12 xx

2

3. hot cold thick thin high xxx

3

4. 12 23 34 4x

4

5. month year inch xxxx

5

6. growing rowing owing xxxx

6

7. A T E T E A x x x x

7

8. on no net ten dial x x x x

8

9. 32123 43234 54345 x x x x x

9

10. spin nips pins x x x x

10

11. a b c b a b e d e o xxxx

11

(Contd.)

12.	A C E G I K M C Q	x x x		12
13.	first R third I fourth R second x			13
14.	copper core barrel bale mallet			14
		x x x x		
15.	28514 42851 14285	x x x x x		15
16.	retail at inform of nation	xx		16
17.	cube square sphere	x x x x x x		17
18.	3 10 4 17 5 26 6	x x		18
19.	tractor car trot harbour bar	xxxx		19
20.	factories 123456789 store 987654321 crates	x x x x x		20
21.	glue stick twig nail post stake			21
	pull x x x x sketch			
22.	five 4 eight 5 two x			22
23.	angle level ellipses	xx ction		23
24.	A D F I I L N U	x x x x		24
25.	4125 48 75 273 39 45x			25

Number from Total of seven from Plasticine Patterns.

	<u>Answers</u>
Two	१ - २, ३ - ४, ५ - ६
Three	१ - २ - ३, ४ - ५ - ६, ७ - ८ - ९
Four	१ - २ - ३ - ४, ५ - ६ - ७ - ८, ९ - १० - ११ - १२
Five	१ - २ - ३ - ४ - ५ ६ - ७ - ८ - ९ - १० ११ - १२ - १३ - १४ - १५
Six	१ - २ - ३ - ४ - ५ - ६ ७ - ८ - ९ - १० - ११ - १२ १३ - १४ - १५ - १६ - १७ - १८
Seven	१ - २ - ३ - ४ - ५ - ६ - ७ - ८ ९ - १० - ११ - १२ - १३ - १४ - १५ १६ - १७ - १८ - १९ - २० - २१ - २२
Eight	१ - २ - ३ - ४ - ५ - ६ - ७ - ८ ९ - १० - ११ - १२ - १३ - १४ - १५ - १६ १७ - १८ - १९ - २० - २१ - २२ - २३

(B2 Contd.)

Sample 1. Standard

Repeat words backwards.

Three	$(\text{A} + \text{B} + \text{C}, \text{C} + \text{B} + \text{A})$
Four	$\text{A} + \text{B} + \text{C} + \text{D}, \text{D} + \text{C} + \text{B} + \text{A}$
Five	$\text{A} + \text{B} + \text{C} + \text{D} + \text{E}$ $\text{E} + \text{D} + \text{C} + \text{B} + \text{A}$
Six	$\text{A} + \text{B} + \text{C} + \text{D} + \text{E} + \text{F}$ $\text{F} + \text{E} + \text{D} + \text{C} + \text{B} + \text{A}$ $\text{E} + \text{D} + \text{C} + \text{B} + \text{A} + \text{F}$

01
Criterion Test for Ear-Training
 (Same in Pre- and Post-test)

उच्चारण परीक्षा ("ब" कार्य-व्याप्ति)

इस पृष्ठ पर वाक्यों के पांच शुभ्र () दिए गए हैं। इर में वाक्य 'ब' वारे वाक्य 'ब' लगाना रह चैत है। वाक्यों वाक्यों में ऐसा एक ही व्याप्ति का लक्ष्य है, जो :-

व) कही तो कह जास्ता

व) कही तो कह जास्ता

वाप छोड़ वाक्यों के प्रत्येक शुभ्र में से कोई रह वाक्य नहीं, जो 'ब' या 'ब' होगा। वाक्य की व्याप्ति सुनिए वारे नियान छाइर कि 'ब' वाक्य है 'ब' वाक्य। इर वाक्य तोन बार कहिला जास्ता। कह एवं शुह करते हैं।

१) व) बहों का भाव रखना चाहिए (a) (b)

व) बहों का भाव रखना चाहिए

२) व) पेहुं जोने रह चैत है (a) (b)

व) पेहुं जोने रह चैत है

३) व) बहों रह वाय है (a) (b)

व) बहों रह वाय है

४) व) शुह वाय है यो (a) (b)

व) शुह वाय है यो

५) व) बाहु से भा लैठो (a) (b)

व) बाहु से भा लैठो

Scoring

6

analysis	skill	Raw Score Calculation	Adjustment	Corrected Score
	Pron			
	A: Ear-training	a(right)..... b(wrong)..... c(a - b).....	$c \times 1$	Max 5
	B: Prod'n	a(right)..... b(wrong)..... c(a - b).....	$c \times 2$	Max 10
	Total			Max 15

Intermediate English Composition (Grammar, Punctuation and Composition).

इर वाक्य को तीन बार पढ़िएः

- 1) अहों का वान रसना आहिए।
- 2) ऐहु के नीमे एक खेत है।
- 3) अह वान है बौ।
- 4) अहर एक वान है।
- 5) वादू है अह खेती।

(व), (व), (व), (व), (व)

इर वाक्य को तीन बार पढ़िएः

- 1) अहों का वन रसना आहिए।
- 2) ऐहु के नीमे एक खेत है।
- 3) अह वान है बौ।
- 4) अहर एक वान है।
- 5) वादू है अह खेती।

(व), (व), (व), (व), (व)

इर वाक्य को तीन बार पढ़िएः

- 1) अहों का वन रसना आहिए।
- 2) ऐहु के नीमे एक खेत है।
- 3) अह वान है बौ।
- 4) अहर एक वान है।
- 5) वादू है अह खेती।

(व), (व), (व), (व), (व)

Scoring Sheet for Production Test
(Same for Pre and Post Test)

नामः

मन - - - (अ)	1- मन - - - (अ)	1- मन - - - (अ)
मान - - - (ए)	मान - - - (ए)	मान - - - (ए)
माट नहीं x	माट नहीं x	माट नहीं x
मेत - - - (अ)	2- मेत - - - (अ)	2- मेत - - - (अ)
मेत - - - (ए)	मेत - - - (ए)	मेत - - - (ए)
माट नहीं x	माट नहीं x	माट नहीं x
वात - - - (अ)	3- वात - - - (अ)	3- वात - - - (अ)
वात - - - (ए)	वात - - - (ए)	वात - - - (ए)
माट नहीं x	माट नहीं x	माट नहीं x
वाग - - - (अ)	4- वाग - - - (अ)	4- वाग - - - (अ)
वाप - - - (ए)	वाप - - - (ए)	वाप - - - (ए)
माट नहीं x	माट नहीं x	माट नहीं x
वात - - - (अ)	5- वात - - - (अ)	5- वात - - - (अ)
वात - - - (ए)	वात - - - (ए)	वात - - - (ए)
माट नहीं x	माट नहीं x	माट नहीं x

IF STUDENT'S ANSWER
IN SOLUTION IS READ
PUT CHECK MARK TO
CORRECT ANSWER.

IF STUDENT'S ANSWER
WHEN SOLUTION IS READ
PUT CHECK MARK TO COR-
RECT ANSWER.

CIRCLE
ANSWER

STUDENTS
WHEN SOLU-
TION IS
READ PUT
CHECK MARK
TO CORRECT
ANSWER.

Number right _____

Number right _____

Number
right _____

Number wrong _____

Number wrong _____

Number
wrong _____

Score (Right+Wrong)

Score (Right+Wrong)

Score
(Right+
Wrong)

(D)

Introduction to the Language Laboratory Programme
Questionnaire

Now that you have worked through this course, we would like to know what you think of the method. Please complete this questionnaire as fully and carefully, as you can.

Name _____ Age _____

Sex _____ School _____

Class _____ Date _____

1. Your Native Language _____

2. The number of years you have studied

1. Hindi _____ 2. English _____

3. Bengali _____ 3. Tamil _____

4. Which language you use normally

1. At Home _____

2. At School _____

4. In which language do you write letters _____.

5. In which class you started studying

Hindi _____.

Below are some of the things, which we want to know from you about this programme. Read carefully through each pair of statements (One under X and one under Y) and see which one is closer to your views. When you have made up your mind put a cross (X) between the statements in the column, which describes your views. Only one cross (X) is required between each pair of statements.

X	Agree with X	Inclined to agree with X	No preference for X or Y	Inclined to agree with Y	Agree with Y	Y
1. I dislike Hindi						1. I like Hindi
2. I find Hindi very easy						2. I find Hindi very difficult
3. I prefer language laboratory lessons						3. I prefer classroom lecture
4. I found this course of language teaching interesting						4. I found this course of language teaching boring
5. I think I could have learnt better in classroom						5. I think I learnt better in language laboratory
6. I found the language lessons less interesting than a normal classroom lecture						6. I found the language lessons more interesting than a normal classroom course
7. I would like to take another course of language learning by language laboratory						7. I would prefer not to take another course of language laboratory

(Contd.)

8. This course was difficult					9. This course was easy to do
9. The instructions were useful in the programme					10. The instructions in the programme were unnecessary
10. I would prefer to be taught by the language laboratory course					11. I would prefer to be taught by teacher in classroom

(E)

Teacher's attitude to Language laboratory questionnaire

Below are some statements. We want to know your opinion about these statements, regarding this method of teaching language through the use of language laboratory. Please read each pair of statement carefully (one under X and one under Y). Put a cross (X) between the statements in column, which describes your views.

X	Agree with X	Inclined to agree with X or Y	No preference for X or Y	Inclined to agree with Y	Agree with Y	Y
1. Students can learn better in language laboratory than in classroom						1. Students cannot learn better in language laboratory, than in classroom
2. Students shall be more motivated to learn a language in language laboratory						2. Students shall not be motivated to learn a language in language laboratory
3. This method should be carried on in schools						3. This method need not be carried on in schools
4. Administratively this method is plausible						4. Administratively this method is not plausible
5. Economically, language laboratory is not possible to maintain						5. Economically, language laboratory is possible to maintain
6. The maintenance of such laboratory is possible in my school						6. The maintenance of such laboratory is not possible in my school

(Contd.)

7. I would prefer to teach my students myself					7. I would prefer my students to be taught by language laboratory
8. Do you think this method can save teacher's time and efforts					8. Do you think this method cannot save teacher's time and efforts
9. Students shall observe discipline in language laboratory					9. Students shall not observe discipline in language laboratory
10. Students learning by language laboratory shall care less for teachers					10. Students shall have usual regard for teachers

Please write your comments about language laboratory.

Rating sheet for students:

Teacher's Name _____, Date _____
 School _____

Below are given the names of your school students (Class) written against a 5 point scale, viz; very good, good, average, poor, and very poor.

Please put a cross (X) against the name of each student in only one column, regarding his/her general ability in Hindi language.

S.No	Name	Very good	Good	Average	Poor	Very Poor
1.						
2.						
3.						
4.						
5.						
..						
..						
..						
..						
20.						

EXAMINATION ANXIETY SCALE FOR CHILDREN

Fill in the following:

Name _____, Age _____

Sex _____, School _____

Class _____, Medium _____

Date _____

Below are some of the statements which other students have said about school examinations, they have taken. Read each statement carefully and think which one of the statements is close to your own feelings during examinations and class tests. When you have made up your mind, put a cross (X) in front of the alternative answer which describes your views.

1. Nervousness while taking an exam or test hinders me from doing well.
 - (a) Always
 - (b) Never
2. I work most effectively under pressure, as when the task is very important.
 - (a) always
 - (b) Never
- 3.

(Contd.)

3. In a course in which I have been doing poorly my fear of a bad grade cuts down my efficiency.
 - (a) always
 - (b) Never
4. When I am poorly prepared for an exam or test, I get upset and do less well than even my restricted knowledge should allow.
 - (a) This never happens to me.
 - (b) This always happens to me.
5. The more important the examination, the less well I seem to do.
 - (a) always
 - (b) never
6. While I may (or may not) be nervous before taking an exam, once I start, I seem to forget to be nervous.
 - (a) I always forget.
 - (b) I am always nervous during exam.
7. During exams or tests, I block on questions to which I know the answers, even though I might remember as soon as exam is over.
 - (a) This always happens to me.
 - (b) I never block on questions to which I know the answers.
8. Nervousness while taking a test helps me do better.
 - (a) It never helps.
 - (b) It often helps

(Contd..)

9. When I start a test nothing is able to distract me.

- (a) This is always true of me.
- (b) This is not true of me.

10. In courses in which the total grade is based mainly on one exam, I seem to do better than other people.

- (a) always.
- (b) never

11. I find that my mind goes blank at the beginning of an exam, and it takes me a few minutes before I can function.

- (a) I almost always blank out at first.
- (b) I never blank out at first.

12. I look forward to exams.

- (a) always
- (b) Never

13. I am so tired from worrying about an exam, that I find I almost don't care how well I do by the time I start the test.

- (a) I never feel this way.
- (b) I almost always feel this way.

14. Time pressure on an exam causes me to do worse than the rest of the group under similar conditions.

- (a) Time pressure always seems to make me do worse on an exam than others do.
- (b) Time pressure never seems to make me do worse on an exam than others do.

(Contd.)

15. Although "cramming" under pre-examination tension is not effective for most people, I find that if the need arises, I can learn material immediately before an exam, even under considerable pressure, and successfully retain it to use in the exam.

(a) I am always able to use the "crammed" material successfully.

(b) I am never able to use the "crammed" material successfully.

16. I enjoy taking a difficult exam more than an easy one.

(a) always

(b) Never

17. I find myself reading exam questions without understanding them, and I must go back over them so that they will make sense.

(a) Never.

(b) almost always.

18. The more important the exam, the better I seem to do.

(a) This is true of me.

(b) This is not true of me.

19. When I don't do well on a difficult item at the beginning of the exam, it tends to upset me, so that I block even on easy items later on.

(a) This never happens to me.

(b) This always happens to me.

S C R I P T

ON

T A P E S

X

प्र. ३८

१- अक्षरणाभ्यास के लिए शब्दसूची

कार०	गर०	सर०	सपर०	कमर०
नमर०	मलर०	कर०	कर०	कर०
गर०	गर०	गर०	गर०	गर०
नामर०	नामर०	पालर०	पागर०	पार०, नामर०
ताला०	ताला०	ताला०	तारा०	ताला०
जाराम०	जाराम०	जाराम०	जारा०	जारा०

२- अभ्यास शब्दसूची द्वारा अभियोग के अनियान के लिए शब्दसूची

१- कर०	-	काम०	२-	कर०	-	पाल०
३- पाल०	-	पाल०	४-	कर०	-	पाल०
५- कर०	-	कर०	६-	कर०	-	कर०
७- कर०	-	कर०	८-	पाल०	-	पाल०
९- कमर०	-	कमर०	१०-	पाल०	-	पाल०
११- जर०	-	जारा०	१२-	नमर०	-	नामर०
१३- सर०	-	सार०	१४-	जर०	-	जारा०

३- अक्षरणाभ्यास के लिए शब्दसूची की शृंखला

कर-काम०, कर-नाम०, कर०, काल०, नम-नाम०, कमर०-नामर०, पाल०-पाल०, कर०-जारा०, नमर०-नामर०, सर०-सार०, जर०-नामर०

४- शब्दसूची के द्वारा अक्षरण अभ्यास

१- कर०	काम०	कर०	पाल०	पाल०
पाल०	पाल०	कर०	कर०	कर०
कर०	कर०	नमर०	नमर०	नमर०
काम०	काम०	कर०	कर०	कर०

पाठ-१(२)

१- कर०	कर०	कर०	कर०	कर०
कर०	कर०	कर०	कर०	कर०
कर०	कर०	कर०	कर०	कर०
कर०	कर०	कर०	कर०	कर०
कर०	कर०	कर०	कर०	कर०

• REPORT TO THE CHIEF

卷之三

उत्तर भी दक्षता दर्शनीय है जिसका के लिए उत्तर का दर्शनीय

(1) शेत = फैला, (2) फैला = शेत, (3) शेत = गैरा,
 (4) गैरा = शेत, (5) शेत = गैरा, (6) शेत = शेत
 (7) शेत = शेत, (8) गैरा = गैरा, (9) शेत = शेत
 (10) शेत = शेत, (11) शेत = शेत, (12) शेत = शेत

२- अनुदर्शनात् न द्विष कर्तव्ये नि व्यती

कैरा = कैरा, फैरा = फैरा, फैर = फैर, फैर = फैर,
फैर = फैर, फैरा = फैरा, फैर = फैर, फैरा = फैरा फैरी = फैरी

4 भगवान् न विद्यते विद्यते ॥

पूर्णा = पूर्णा,	पूर्व = पूर्व,	पैतृ = पैतृ,	पैतृ = पैतृ ,
प्रपैतृ = प्रपैतृ,	पैतृ = पैतृ,	पैतृ = पैतृ,	पैतृ = पैतृ
पैतृ = पैतृ,	पैतृ = पैतृ,	पैतृ = पैतृ,	पैतृ = पैतृ ,
पैतृ = पैतृ,	पैतृ = पैतृ,	पैतृ = पैतृ,	पैतृ = पैतृ ,
पैतृ = पैतृ,	पैतृ = पैतृ,	पैतृ = पैतृ	

मौ औ

१- अनुसन्धान क्या है ?

मौ , मौ , और , मौर , मौहि , मौरे ,
मूर्खों , मरों , गौ , गौर , गौवा
गौर , गौर , गौर , गौरे , गौरा , गौरा ,
गौर , गौर , गौर , गौरे , गौरा , गौरा

२- अन्यथा ?

मौरुनी द्वारा दीनी के अन्यथा है -

मौरुनी ?

मौर - गौर , गौर - मौर , मौर - गौर ,
मौर - गौर , गौर - मौर , गौर - गौर ,
गौर - गौर , गौर - गौर , गौर - गौर ,
गौर - गौर , गौर - गौर , गौर - गौर ,

३- अनुसन्धान क्या है जिसके द्वारा गौरुनी की गौरी ?

गौर - गौर , गौर - गौर , गौर - गौर ,
गौर - गौर , गौर - गौर ,
गौरुनी - गौरा , गौरी - गौरी ,
गौरी - गौरी ,

४- गौरुनी के अनुसन्धान अन्यथा ?

- १) गौर - गौर , गौर - गौर , गौर - गौर ,
- २) गौरा - गौरा , गौर - गौर , गौर - गौर
- ३) गौरी - गौरी , गौरी - गौरी ,
- ४) गौरी - गौरी ,
- ५) गौर - गौर , गौर - गौर , गौर - गौर ,
गौर - गौर , गौर - गौर , गौर - गौर ,
गौर - गौर , गौर - गौर , गौर - गौर ,

उत्तरारण पाठ-६

इ ठ

१. अनुकरणात्मास के लिए शब्दसूची :

बोडा, उडाठ, पूँछ, बूँदा, का, लाप,
आता, छिरा, छिमा, पुँड, लाह, रोह ।
गीठा, छिठाै, छा, ठाकुर, ठाठ, लेला, ठोक
साठ, खीठ, पैठ, पीठ, रुठ ।

२. अन्यास :

अनुकरणात्मास के अनियास के लिए शब्दसूची :

- (१) चुप-कुप, (२) चुना-कुना, (३) क्ला-कूना, (४) छोर-छोर
- (५) छू-कू, (६) चुना-चुना (७) बेना-बैना (८) खिलौना-खिलौना
- (९) खोर-खोर, (१०) छोर-छोर ।
- (१) छोक-टोक (२) छिठाै-छिठाै (३) ठाकुर-ठाकुर (४) लाना-लाना,
- (५) टाट-टाठ (६) लाठ-लाठ (७) लाट-लाट (८) पीट-पीठ
- (९) लाठ-लाठ

३. अनुकरणात्मास के लिए शब्दसूची की सूची :

चुप-कुप, चुना-कुना, चुपना-कुपना, खोर-खोर, खला-खला ।
खिठाै-खिठाै, टोक्ला-ठोक्ला, टाट-ठाठ, पीट-खोड़ ।

४. शब्दसूची के अनुकरण वर्णास :

- १. चुना-कुना, चुप-कुप, खोर-खोर, खला-खला, खोटा-खोटो
खोक्ला-ठोक्ला, ठाठ-टाट, पीट-खोट, खिठाै-खिठाै खोडा-खोडा ।
- २. चुना-कुना, चुप-कुप, खोर-खोर, खला-खला, खोटो-खोटो
खोक्ला-ठोक्ला, टाट-ठाठ, पीट-खोट, खिठाै-खिठाै, खोटा-खोडा ।

वर्तुलरणाम्याद के लिए वर्त्त दूसों :

वर्तन,	वर्तना,	वर्तीर,	रु,	वर्त,	वैर,
वर्त,	रु,	वर्ता,	री,		
वर्तन,	वर्तार,	वर्तु,	वैरी,	वर्ती,	वृष,
वैरी,	वैरा,	वृष,	वैरी,		वृषराय,
वर्ती,	वर्त,	वैरार,	वर्ती,	वैरी,	वैर,
वर्ता,	वर्ती,	वैरवा,	वर्त		वृत,

अव्याप्ति :

वर्तमयों द्वारा अव्याप्ति के अविकास के लिए वर्तमयों :

(1) विरन, विरना, (2) वर्ता - वैरना, (3) वाना - वान,

(4) वरु - वर, (5) वैर - वर, (6) वान - वान,

(7) विर - विर, (8) वैरी - वर्ती, (9) वाह - वाह'

(10) वाह - वाह,

(1) वाय - वाय, (2) वाय - वाय, (3) विकार - वैकार,

(4) वारी - वारी (5) वैरवर - वैरवर, (6) वाय - वाय,

(7) वर्तन - वर्तन, (8) वाया - वाया, (9) वारी - वारी,

(10) वाया - वाया,

(1) वाता - वाता, (2) वातार - वाता, (3) वातु - वातु

(4) वार - वार, (5) वैत - वैत, (6) वर - वर,

(7) वावारी - वावारी

कुकुरणा व्यास के लिए शब्दयोगी की शृङ्खली :

पिर-गिर, शाना-गाना, घर-गार, शान-गान,
शान-शान, फिर-फिर
शान-शान, वेष्टा-वेष्टा, शानी-शानी, राष्ट्रा-साष्ट्रा, शान-शान, शावी-शावी ।
-कला, शालू-शालू, शीत-शीत, शाला-शाला ।

शब्दयोगी के स्वानुसारी व्यास :

1) घर-घर, गान-गान, फिर-फिर,
गिर-गिर, शाना-शाना, शान-शान ।
शान-शान, वेष्टा-वेष्टा, शानी-शानी ।
राष्ट्रा-साष्ट्रा, शान-शान, शावी-शावी ।
कला-कला, शालू-शालू, शीत-शीत ।
शाला-शाला ।

2) शान-शान, घर-घर, फिर-फिर,
गिर-गिर, शाना-शाना, शान-शान ।
शान-शान, वेष्टा-वेष्टा, शानी-शानी,
राष्ट्रा-साष्ट्रा, शान-शान, शावी-शावी ।
कला-कला, शालू-शालू, शीत-शीत,
शाला-शाला ।

उत्तरपा वाठ ११

क ठ

१- बुकरणा-वास 'ठिए शब्द सूची :

रोकना, छूकना, सीकना, काहू, कगड़ा, काषा,
बैठन, बैठन, डपलो, ढेर, ढौल, ढाल, ढौर

२. अन्यास :

शब्दसूची द्वारा अन्यास के अनिवार्य के लिए शब्दसूची

१. आस-काठा

२- बैठ-बैठ

३- काठा

४- छूठा-कूठा

५- सीकना-सज्जा ६- आस

७- कगड़ा-कागड़ा,

८- बीम-बीम,

९- डेरी-डेरी

१०- छाक-छाक

११- ढौल-ढौल

१२- ढौल-ढौल

१३- डौर-डौर

१४- डाल-डाल

१५- डैल-डैल

१६- डाल-डाल

१७- डैल-डैल

१८- डैल-डैल

३- बुकरणा-वास के लिए शब्दसूची के सूची :

आस-काठा, बैठ-बैठ, आग-आग, छूठा-कूठा,

डेरी-डेरी, छाक-छाक, डौल-डौल,

डाल-डाल, डौर-डौर

४- शब्दसूची के अन्यस्तर्य अन्यास :

१- आस-काठा,

बैठ-बैठ

आग-आग,

छूठा-कूठा ।

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डेरो-डेरी, डाक- डाक,
डौल-डौल डाल-डाल

२- करिला-वाला के-कु-कुल
काल-काल, कुला-कुला,
देरी-डेरी डाक-डाक,
डौल-डौल डाल-डाल ।
डौर-डौर